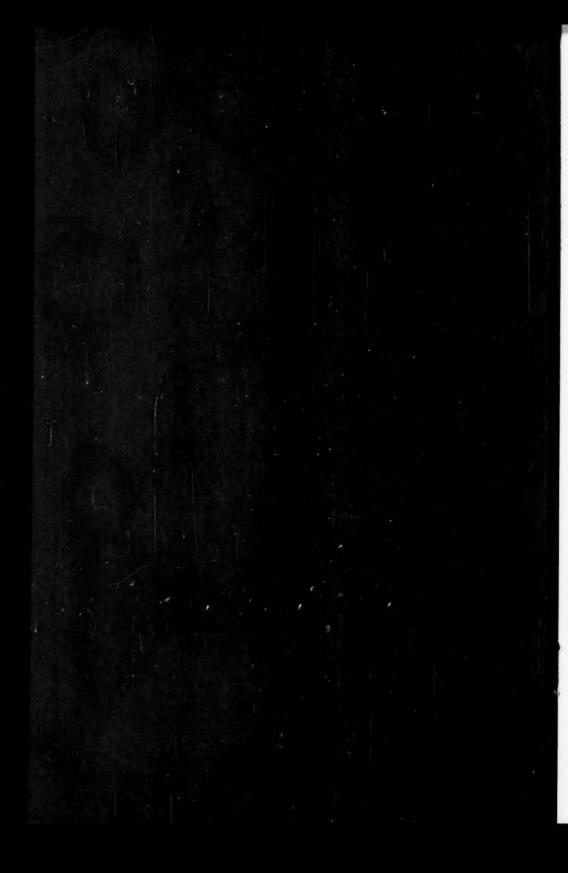
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STATEMENT MADE AT ANNUAL DINNER

THEODORE A. DISTLER, EXECUTIVE DIRECTOR-ELECT PRESIDENT, FRANKLIN AND MARSHALL COLLEGE

FULLY appreciative of the honor and responsibility which will be mine as Executive Director of this Association, I shall approach my duties with a deep sense of humility. I am quite aware that this Association is the length and shadow of two illustrious men who have guided its destiny since its organization in 1915. It has been my privilege to know both Dr. Kelly and Dr. Snavely; it has been a particular pleasure for me to work with Dr. Snavely on Association projects. I should like to take this occasion, while I am still a college president, to express to Dr. Snavely—what I am sure is in the heart of each of us here—profound admiration and warmest thanks for his long, honorable and effective service to this Association.

While I am not unmindful of the importance of other associations representing various phases of higher education, this Association, in my opinion, represents the most important segment of higher education in America. As independent colleges or as parts of a large university system, the colleges of arts and sciences have always been and still are the keystone of our pattern of higher education. Our institutions, most typically American of all the areas of higher learning, have been the very genius of our system of higher education.

It is in the colleges represented in this Association where the young, raw, vital American youth first come to grips with the resources and influences which shape their professional and vocational careers, which provide them with the basic elements of sound citizenship, and which offer them intellectual and spiritual goals.

It is in our colleges that the humanizing miracle takes place; that knowledge is converted to the shaping and extension of the resources of the human spirit and personality; that each young person is given the power to realize himself, to become a source of service to his friends and to be a profitable citizen of his country.

The importance of our Association must not be underestimated, for we must continue to be the voice of the colleges of arts and sciences throughout the land. I would have no one think that

I am in any sense belittling the contributions of professional and graduate schools and the technological institutions. Not at all. I am merely saying what I am sure is the conviction of all rightminded educators, that at the heart and core of our higher educational system stand the colleges of arts and sciences. Remove from American education its colleges of arts and sciences, and all of American education will fall. In the face of circumstances confronting us it becomes more and more incumbent upon us as an Association to speak for these institutions and interpret them to all segments of the American public. Business and industry, just now beginning to awaken to their responsibilities toward education, must be properly enlightened on the functions and operations and the tremendous contributions of the institutions represented in this Association. Our friends in the foundations must be made thoroughly aware of the potentialities of our colleges of arts and sciences. Indeed, every segment of our population must be alerted to the significance of our colleges in the life of our country.

I am deeply concerned when either individuals or industries or foundations help education only in support of some new venture or new idea, as if virtue and worth resided only in the new, the novel. I am not raising my voice against experimentation. I am merely saying that our institutions, rich in tradition and adhering to principles that have withstood the challenge of generations, are vital and dynamic. There is not a college represented here that is not constantly searching within itself, and in cooperation with others, for better and more effective ways of achieving desirable goals. While from time to time we all need stimulation to have us search beyond our immediate horizons, it is nevertheless true that the support which we desire and need is for a proved program already in progress, a program that requires funds for its enrichment, sometimes even for its continued existence.

If I appear to speak with the zeal of a missionary, it is owing to the fact that for the past thirty-one years I have been privileged to serve colleges of arts and sciences: first, in a large, complex university, then in a middle-sized college and for the past twelve years in a small church-related college. I feel very deeply that ours is a great opportunity. The challenge of the problems

which lie ahead is tremendous: the increased influx of students and what will be our fair share of the responsibility for their education; the prospects of an enlightened view on the part of individuals, industries and foundations to support the programs of higher education in our institutions; the legislation proposed from time to time on state and national levels which can either help or hinder us in our work. These and other problems we shall have to wrestle with; for these we shall have to find solutions. Wherever possible we must present a united front, for what weakens one of our institutions ultimately weakens all. Sometimes we shall associate ourselves with other representatives of higher education to attain laudable objectives and goals for all higher education; at other times we shall stand alone and fight for what we consider the best interests of the colleges of arts and sciences and of higher education in the nation.

For the past eighteen years it has been my privilege to serve as Dean and as President in two church-related colleges. You will, therefore, understand what I am about to say. I am glad that God is coming back on the campus. One sees at every hand the resurgence of religion, the seeking after that force which gives direction and meaning to life. To guide and assist our young men and women in their diligent search for a way of life, a pattern of planning, which will make them better citizens and in real truth God's children is, perhaps, our greatest challenge in the colleges of arts and sciences. It happens to be a challenge which we are uniquely fitted to meet. In these anxious times we dare not fail.

I said in the beginning, and I repeat, that I approach the task before me with a deep sense of humility. I pledge myself with all the resources at my command to the program of this Association, both in its broad and continuing aspects, and to the individual programs which shall be inaugurated by the Board of Directors and the Association from time to time. I here express the hope that with the cooperation of all of you and with God's help we may continue to build on these sturdy foundations to insure for our nation and the world a continuing succession of young men and women courageous in spirit, virtuous in mind and just in heart.

UNITED NATIONS

DAG HAMMARSKJOLD

SECRETARY-GENERAL, UNITED NATIONS

WHEN I became Secretary-General of the United Nations, I acquired at the same time the privilege of becoming a resident of this great country. True, most of my time is spent in that little area on the East River in New York which is the international territory of the United Nations. But a large part of my professional life and practically all my private life are lived in close contact with the United States and its citizens.

My duties cover questions of an international character, but an understanding of international questions is based on a thorough knowledge of their national aspects, and so it is for me of immeasurable value, and highly stimulating as well, to have the chance of observing American life from the inside and of trying to understand its trends, its problems and its achievements. The opportunity you have given me of meeting with you, the representatives of higher education and research in this country, is most welcome and meets a deep need. This is the case also because, both personally and in the light of my family background, I have always considered myself, and still have the ambition so to do, primarily a university man.

There is no difficulty in building a bridge between the life of an international civil servant and the life of one of the millions of citizens of this country. In my activities at the United Nations I find daily new opportunities for a deeper understanding of the United States and of its problems.

In turn, my contacts with you and your colleagues—men engaged in education and research—open up new perspectives regarding my own professional problems. This blending of two elements which some people would consider difficult to reconcile—political activity in the international sphere and the concepts and ideals proper to academic life—is easy and fruitful. Those working in and for the United Nations have a wide ground on which to meet with you.

The United Nations is the most ambitious effort so far made to translate into practical realities the old dream of an international community where nations and peoples are living together—in full recognition of mutual problems and rights—not as citizens of a super State, but as members of a free association so constituted as to provide a frame inside which humanity may achieve an orderly and balanced progress in peace. You, on your side, as educators represent that oldest of all forms of internationalism, the free search for truth. But, as educators, you also take a direct and important part in the building of a world community. And you, in turn, profit in your professional efforts from a development towards peace and greater international understanding.

As members of colleges and universities, you belong to a fraternity which transcends national boundaries-a community of the spirit and of the search for truth. In the Middle Ages, students from Sweden often walked the long way down to Paris to sit at the feet of Thomas Aquinas and other great teachers. They were but a few of the many, who, from all corners of the Western World of those days, gathered together and regarded themselves as citizens of one world, though all around them the conflicts among cities and states and peoples made Europe an extreme example of disunity. The tradition they handed down to us is based upon and derives its force from the universality of the search for truth. Although threatened from time to time, the spirit of free intellectual enquiry has always triumphed over narrow nationalism and the forces tending to divide our world. It deeply influenced the philosophy which inspired Jefferson and his great contemporaries who formulated the fundamental principles on which the American nation is founded. It is the very basis of liberal education in your country.

But, as I said, as educators you not only belong to an international fraternity of the spirit, you also take an active part in the building of a world community reflecting the basic unity of interests of all peoples.

You do this, in the first place, by your work for the education of the young men and women of this country, by producing free and independent citizens, such as alone can form and develop a strong and free society. You are dedicated to the ever-expanding task of initiating new generations into the democratic way of life. In every generation the individual, as he grows to maturity, must seek to fashion his own answer to the fundamental questions about the purposes of society. To do this, he must draw upon the experience of his fellow citizens and upon the

best of the thought which is his cultural heritage. Conducted in an atmosphere of freedom, such a constant re-examination of the basic principles of our society is the very essence of the liberal education of free citizens.

As educators, also, you take part in the building of a community expanding beyond national boundaries, by inspiring in new generations ideals which give their life a purpose transcending narrow personal interests. Those students in the Middle Ages to which I have referred were not only members of a fraternity in search of truth, they were also animated by a faith in the ultimate aims of the life of man; they were citizens of a Civitas Dei. The liberal education of free individuals can and should bear in mind those aspirations and hopes which sanctify the search for truth as well as our efforts to build a world of law and order, and which set the tone for the life of a society as reflected in its best citizens.

Thus, education is not merely training. Valuable as specialized training may be, especially in an age of increasing technological complexity, it does not, as such, develop that understanding of common purposes which the citizens of a community need to build their life together and to give meaning and direction to their many and varied skills. In the recent past, too much of an antithesis has developed between specialization and technical knowledge on the one hand, and liberal education and the development of the personality on the other, as if the two were mutually exclusive. The very vigour, however, with which this apparent contradiction has been debated—and nowhere more vigorously than among educators themselves—is reassuring evidence of the fact that the search for a restatement of the fundamental principles of the good life continues within the context of our civilization and of the special problems of our time.

By your influence on the attitude of new generations to society and to life, you, as educators, take part in the general effort to build a world of peace. But you may do this just as much by the very substance of the knowledge which students acquire under your guidance. A wider understanding of the problems of other peoples and of the background of their endeavours is the bridge to a wiser approach to the problems arising out of international interdependence. You give students that understanding by explaining history and by giving them an insight

into the past which makes them better builders of the future. And you open their eyes also to the working of society and to the nature of international relations, in order that they may understand the need for international co-operation and the forms that such co-operation must take.

However, as I said, as educators you not only belong to a fraternity which is beyond all national boundaries, you not only participate in building a world community reflecting the common interests of all; you also, in your activities and efforts, profit from a development which translates into facts hopes for an international life to be lived in peaceful co-operation among peoples.

This is so obvious that there is no great need for me to explain my thought. Who understands better than the educator that it is only in a world of peace that liberal education can be fully developed and can give its full yield? Who understands, therefore, better than the educator the need for such economic and social progress as may forestall future clashes of interests, social conflicts and economic failures which might generate international tensions? The man who cannot find food for his family does not care much for the problems of his neighbour and is not likely to show much tolerance. The woman whose children are sick may find it difficult to take much interest in the problems of the good life. Freedom from the fear of tomorrow—the fear of poverty, sickness or war-is a fundamental condition for success in your efforts as educators to develop free, independent and responsible individuals, who will play their part in the building of a world of peace.

May I, in this context, draw your attention to the problems facing us all in the case of the so-called underdeveloped countries. From the point of view of one engaged in international politics, the awakening of the peoples of the former colonial and underdeveloped countries, is one of the great challenges of our time. But this should be just as true from the educational point of view, that is to say from the point of view of the men who are deeply concerned with the life of the spirit. Along with a thirst for knowledge of the modern industrial techniques of the Western World, the peoples of Asia and Africa are experiencing a rebirth of interest in their own cultures and a deep preoccupation with the problems of their own identity and of their place

in the world. The results of this awakening will be shared by material help as well as by the intellectual and spiritual guidance that our own experience and maturity will enable us to provide.

I have spoken at some length about your own relation as educators to the ideals and aims which are the inspiration also of the work of an international organization like the United Nations. Let me now turn to a few aspects of that work.

It is not necessary, in speaking to this group, to make a dramatic defence of the record of the United Nations in the short period of its existence. I choose rather to limit my emphasis to certain parallels between your attitudes, your philosophy and your way of life on the one side, and the aims and spirit of the United Nations on the other. If the United Nations were to be tested alone by sensational newspaper headlines or by the passion for emphasis on problems and disputes rather than upon solutions and settlements, I think you would get—as many people do get—a distorted view of its record.

As social scientists, you understand the nature of social evolution, and particularly the manner in which nations and societies have had to adjust themselves to changes in the past. In surveying the long span of history you have seen the necessity, at various stages, for the emergence of new organizations and techniques to cope with the needs of a developing society.

In our century we have suffered wars, not of a limited regional type, but vast conflicts, global in their scope. We have seen economic developments in one part of the world drastically affect the economies of other parts of the world. We have seen social and political revolutions, not limited in their scope to a nation, or peninsula, or region, but extending over whole continents, with heavy repercussions in other parts of the world. In the background are those technical developments which in a brief half-century have so fundamentally altered many of the externals of our way of life.

The situation thus facing us made the task of setting up a United Nations Organization at San Francisco as natural, as inevitable a part of social evolution as any other collective social response to a common need. The United Nations, as a result, is not an appendage added superficially to the lives of peoples and of nations. It was born out of the demanding requirements of the age in which we live.

I have special reasons to suggest here the part which the economic, social and cultural work of the United Nations, and especially its work in the field of technical assistance, can play in lessening political tensions and in advancing international peace and security. This work is to a large extent concerned with those problems of the underdeveloped countries to which I have already referred.

As the peoples in these countries emerge from dependence and take their place as equals among the nations, they find, in the United Nations, in UNESCO and in other specialized agencies an integrated complex of international organizations, which they can enter, in which they can find assistance, and in whose forums they can engage as equals with the more advanced nations in the search for the values which are of common concern to all civilized men. Because of the United Nations, they are spared that transitional period so common in the history of new nations, when a newly-found independence presents dangers of involvement in the policies of older States, and produces a reaction of withdrawal from international intercourse which may take several generations to overcome. But, if the new nations need to participate in the community of other nations, it is equally true that the world community needs them and the contribution they can bring in terms of fresh points of view and of their traditions and cultures.

To countries which are steeped in the heritage and thoughtprocesses of Western culture, the emergence of the underdeveloped countries presents a test. On the technological side, the needs of the latter countries are being met through the United Nations Programme of Technical Assistance, the United States Point Four Programme, and the Colombo Plan of the British Commonwealth. But also on the cultural side, on the side of values and objectives, there is a need for contributions from countries which are more experienced in mass education and democratic techniques. Those contributions, if they are to be of real value, must be made with a deep awareness of the rich spiritual heritage and the ancient traditions to be found in many countries which, so far, have only partly shared in the economic and industrial development of the West. Sometimes, in the more advanced countries, there is a certain impatience to achieve quick results-an impatience which is often associated with the

desire to have other nations and peoples conform to their own ways of life and philosophy. This impatience is all to the good if it inspires us to greater efforts and if it is coupled with the understanding of divergencies of national customs and thinking which exists so widely on college and university campuses. It is not the function of education to compel uniformity. Nor is it the function of the United Nations to produce one world in that sense. For good reasons, Albert Schweitzer has called it a betrayal of the very idea of civilization to claim priority and predominance for any special national variety of civilization.

The educator knows that a sympathetic understanding and tolerance of diversity in the world does not mean a weakening of personal conviction or of devotion to truth as he sees it. What better illustration could I produce of the truth of this statement than this very gathering, where members of many religious groups are met together in a discussion of educational and cultural values common to all, without any feeling that by so doing you are watering down your convictions; indeed, I am sure that these exchanges of views only serve to clarify and to strengthen your own individual insight. The policy-maker in an international organization who attempts to bring together differing, sometimes severely conflicting views does so for the purpose of obtaining a practical solution. The result is sometimes called a compromise, but compromise for the policy-maker need not, and -if it is sound and constructive-should not, be associated with an abandonment of principle. Reconciliation of views, undertaken with faithfulness to personal and national convictions, but on the basis of principles expressing a common interest of a higher order, is-as has been demonstrated over and over again -in the direct interest of the parties concerned.

As educators, you are perhaps better qualified than most men to appreciate that time and patience and thought are required to develop an understanding of common values and to achieve full and intimate communication across cultural barriers. Like the ways of education, the ways of the United Nations must be slow. Like you, those who work in the United Nations prefer an understanding which is the product of growth and development over a period of time, and is therefore more lasting, to a dictated but brittle uniformity.

I have addressed you here primarily as representatives of

higher education. But your work is also in research. In the wide sphere of activities conducted by the United Nations and its specialized agencies we use daily the achievements of research in technology, medicine, economics, sociology, history and law. We need your work now. We need your cooperation in the future.

In these days, the thinking of all is dominated by the enormous problems created by the greatest technical discoveries and inventions so far made by man. A few weeks ago in the General Assembly of the United Nations, President Eisenhower made his important proposals for joint international efforts to use atomic energy for peaceful ends. Put to such uses, the new sources of energy will make it possible for the nations to transform the world.

Scientists all over the world, through work extending over a very long period, have opened the doors to new unheard-of progress. It is for us as citizens, and for us as educators, to assume the responsibility of ensuring that, in the words of the President, "the miraculous inventiveness of man shall not be dedicated to his death but consecrated to his life."

We must also tame these new inventions of science to serve the cultural and spiritual values which are the common heritage of all. To do this, we must continue to re-examine our own values in the spirit of free enquiry. We must seek to understand the values of other peoples and cultures. We must seek to spread our knowledge and our insight among the citizens of our own countries so that they, in turn, may provide intelligent criticism of and support for the policies of their governments. And, finally, we must seek, through the international machinery which we have created, to widen the common ground on which all nations can take their stand in dignity and freedom.

Thus, and only thus, will society repay its debt to science for its gift of new and powerful means of progress. Thus will the ancient community of scholars and educators find the results of their search for knowledge and truth serving, as they should, as instruments for linking together the peoples of the world, in all their wide diversity, into an international community dedicated to peaceful progress and decent living.

CONFESSIONS OF AN EX-PRESIDENT

MRS. DOUGLAS HORTON
FORMER PRESIDENT OF THE ASSOCIATION

IT is hard for me to believe that within the five short years of my absence from this Association Guy Snavely has so radically changed his nature that it is now proper to call him "retiring." My dictionary defines that as being "disposed to withdraw from contact with others; shrinking from society or publicity; reserved; shy; . . . showing a shy reserve." Such bashfulness is not my memory of our Secretary nor was it evident when he telephoned me a while ago and asked me to speak here today. He sounded just like his old self when he told me he wanted to ask me to speak because the program had to go to the printer the next day and he had to get somebody for this hole in the program. I accepted with alacrity and I welcome this opportunity to reenter the presidential fold. It gives me a chance to pay public tribute to our suddenly shy Guy, the beginning of whose secretaryship almost coincided with the beginning of my membership on the Board. I think he was then the secretaryelect who told me I had been elected because they had to have a woman and a new president and there was only one vacancy and I was the only new woman president that year. His candor through the years has been one of Guy's charms and I join all of you in thanking him for what he has done for us during these significant years in the development of American education.

Perhaps it is a mere matter of caprice, inspired by the name of the room in which we meet. Perhaps it is contagion in the atmosphere of the nation in which confessions loom so large and are so intriguing. In any case, I have chosen to make to you, my former colleagues, "Confessions of an Ex-President." Let me assume that the willingness to reveal all grows out of a desire to save oncoming generations from the mistakes we have made. It is, therefore, to be hoped that what I have to confess may be a warning to you who have not taken the definitive step of breaking with the presidential comintern.

Perhaps I should begin with a brief explanation of how I happened to become a president in the first place. I was not lured into this occupation by mercenary motives. I suppose there were those who thought I would be attracted by a fifteen-room house in exchange for a four-room apartment—and I was. But even in my naive innocence as a pre-presidential faculty member I was not surprised to discover what you all know from experience, that when my salary was doubled, my expenses were tripled.

It all happened a long time ago. My memory may be inaccurate about the exact influences which affected me at 5:30 p.m. on the afternoon of April something or other, 1936. This vagueness will be hard for some of you to understand, especially if you are addicts of confessional literature where the records are usually complete and unswerving in their assurance, but, as for me-born and bred in the academic tradition- my mind is a little open on this subject. Just a little. My impression is that I was not lured into the presidency by a purely idealistic impulse. I might have wanted to reform the profession, but my experience with college presidents has been on the whole a fortunate one. Both my employing presidents had been satisfactorily teachable by a Dean of Women. Perhaps it was the conviction that if a college president knew as much about educating students as a dean of women obviously did, it would be easy to keep a college on the right track . . . this conviction may have been a factor in luring me into the presidency. Perhaps-if I must be candid as confessors should be-perhaps I was affected by delusions of power, naively supposing that since everything that went wrong in a college was attributed by most faculty members to the fault of the president, a president could if she would do things the way they should be done. Suffice it to say that experience has made it plain that the president performs his primary function when he accepts credit and blame for situations over which you and I know he has virtually no control.

Let it remain, therefore, something of a mystery, this slipping willingly into a college presidency.

What led me to break with the parties, the committee meetings, the faculty meetings, the alumnae meetings, the chaperoning of student parties, the trustee meetings, the union meetings, the budget hearings, the discipline committee meetings, the Senate, the Chapel Board, the public affairs forum, the teas, the receptions, the fund-raising conferences, interviews, foundation appeals—which came to less than nought?

Perhaps my former secretary answered that for me a while ago when an FBI agent inquired from her with some insistence why I left the presidency. My highly intelligent secretary asked the agent if he had ever met my husband.

Enough of autobiography. The years since I broke with my presidential past have taught me some lessons which I wish I had learned when I was still in official bondage.

Perhaps my confessions of failure will help you avoid it.

MY BASIC CONFESSION IS THAT I DID NOT ADE-QUATELY APPRECIATE AMERICAN HIGHER EDUCA-TION WHILE I WAS AN OFFICIAL PART OF IT.

I say this in full awareness of the bulky manuscripts filed away for future fires, manuscripts in which I extolled the virtues of various colleges with which I was connected. Like all college presidents I did my best to persuade affluent friends that liberal arts constitute an important investment opportunity. All this I believed. Nonetheless, I did not fully appreciate what is happening in our colleges and universities until I looked at them from the vantage point of radically different systems, specifically the educational system of India.

Just a year ago today, I flew from Lucknow to Delhi for the second stage of a visit to some 50 colleges and universities in India where, under the auspices of the USIS, I undertook to interpret American life to students and faculty members. I am sure they did not learn as much as I did about both India and America—especially America. One of the major values of travel (like the value of conferences) is the discovery that however insurmountable one's own problems may be, other people have either worse ones or less adequate available solutions! A trip through American colleges would, I am sure, make Indian educators sigh with relief that they do not have to cope with our difficulties. By the same token, a trip through their colleges and universities brought into sharp relief the features of our system which I had not adequately appreciated.

Before I discuss a few of those features in the light of observations overseas, let me insert the assertion that I am aware that all is not all it should be in the American scene. I am a member of The Fund for the Advancement of Education. My personal

notion is that it should be called The Fund for the Experimental Improvement of Education. I have been a college president long enough to believe that the best way to advance education is to supply existing institutions with resources to advance those programs they believe should be advanced. I have had my struggles—and made too many speeches to my long-suffering colleagues—in my effort to reconcile myself to what I am now convinced are the constitutional limitations on the Fund. It has to use its money to encourage change, which is of course intended to improve existing conditions. I find some comfort in the semantic clarification of "advancement" as meaning not what I mean by advance but meaning, instead, change in an effort to find better ways of doing things.

I have recently read the 1952-53 report to the Alumni of Yale University in which President Griswold describes conditions in our schools of which the "immediate result is a nation-wide depreciation of educational standards accompanied by an inordinate waste of human resources." He attributes these critical conditions to the shortage of facilities and the shortage of teachers and then points up a third factor, "the decline of the liberal arts as a force in our national educational system. These studies are disappearing under a layer of vocational and other substitutes like the landscape in the ice age, only this glacier reaches from coast to coast and border to border."

Six years ago yesterday in this hotel I delivered an address to this Association in which I viewed several things with considerable alarm. I had a whole section on problems of financing higher education and you are still talking about it as a main theme of this conference. Need I say more to reveal my awareness of the fact that all is not what it should be in the American scene?

But I cannot look back a year to a visit to academic institutions in India without having gratitude outshine gloom.

I want nothing which I say to disparage for a moment the distinction of many of the educators I met or the accomplishment of many of the universities I visited. The future leadership of a great nation is in training in India's institutions of higher education, and I have profound conviction that the future as well as the present leadership will accomplish what Chester Bowles recently formulated as India's primary task—learning to become

a free nation. Perhaps my confidence was engendered in part by my impression that Indian young people are phenomenally like American young people in comparable situations. They like to ask questions which show how well informed they are on major problems of world affairs. They like to stump a speaker. They like to get their fellow students to laugh with them. They are inquisitive about the world they have never seen-and in some instances wildly misinformed or uninformed about it. want to travel abroad. They want to improve their country in their own way. They are proud of their own nation and its heritage and explain away its defects as easily as we rationalize the unworthy aspects of our nation. They misunderstand us, just about as we misunderstand them. They are young. I have great hope for their influence so long as we can keep channels of communication open between the freedom-loving nations of the world. And I met scores of alert, interesting men and women faculty members and administrators with whom it was a delight to "talk shop."

But, I don't envy the college administrators. I came home with the contrite realization that I had not adequately appreciated what we have in our college practice and tradition. Let me mention three facts.

1) We have a long-established heritage of liberal education available to young people of all economic and social strata in the population.

President Griswold includes these excellent sentences in that report I quoted in which he warns us of the ice-age coming. The purpose of the liberal arts is not to teach businessmen business, or grammarians grammar, or college students Greek and Latin.... It is to awaken and develop the intellectual and spiritual powers in the individual before he enters upon his chosen career, so that he may bring to that career the greatest possible assets of intelligence, resourcefulness, judgment and character." That purpose is accepted—matter-of-factly—in our colleges.

I heard repeatedly in India that its system of higher education had been established historically in order to make Indians good civil servants. I am sure that in accomplishing that purpose the system also developed intellectual and, perhaps, spiritual powers but I was impressed again and again with the formalized pattern

of education which left hundreds—or thousands—of college and university trained men feeling themselves unfit for anything but the civil service jobs which were not available in sufficient numbers to absorb the university output. I came to value enormously the fact that we have no student class, that we assume that students are educated for life rather than for a particular way of earning a living, that college students nowadays do not equate manual with menial.

I don't want to give the impression that American education is all good at this point and Indian all bad. One of the frequent questions asked of me in India was how American students work their way through college. I got no impression of scorn behind the question. There was, rather, genuine curiosity and interest. Moreover, I was interested in the observation of a leading TCA official who told me he was getting tired of hearing that Indian students and college-trained men and women were unwilling to do manual labor. He said he thought the reason they do so little of it is that their education gives them no practice in manual arts and they hesitate to undertake what they don't know how to do.

As I got perspective on the contribution of American colleges to the needs of the country, I was glad that we have the tradition here that scholarship and physical effort naturally go together and that education is not limited to preparation for a particular career.

This presupposition gives teachers and administrators a relationship to students which makes for stimulus within and without the classroom. Growth is an exciting process and the effort to teach students to develop "intelligence, resourcefulness, judgment and character" makes teaching the invigorating art we know it to be.

The liberal tradition gives us a relationship to the non-academic life of students which is one of our opportunities. I noted with especial interest in North India the problematic conditions created by student participation in politics, not as part of their education but as part of political pressure. There is an opinion held by some students in Indian universities that American students have no political interest. As nearly as I could make out, this arose from the reports that American students rarely

demonstrate during political campaigns. American students rarely strike against the college authorities. While I was in India, strikes seemed to be the order of the day. Why?

During the struggle for independence Mahatma Gandhi called upon all groups of Indians to assert themselves in order to throw off the shackles of imperialistic control. This broke the power of purdah for Indian women who include some of the most cosmopolitan, sophisticated, independent human beings I have met. It was natural that the students should be recognized as a wonderful weapon, ready at hand. Young people associated in physically recognizable groups, enthusiastic over a great cause, egged on in the name of patriotism, were incited to drop their studies—none too exciting anyway— and to march through the streets, demonstrating as a powerful factor in any political unrest. It was students who led the riot in the particular scuffle in process when I was in Lahore in Pakistan. This is a recognized, standard practice. It is creating certain difficulties now that independence has been achieved in India. Like our student traditions, this one took hold within a few student generations and it is now a part of the pattern of some universities.

When I was in Allahabad the president of one of the colleges commented to a young chemistry instructor that he was interested to note that student strikes always seemed to occur on the day of chemistry tests. I said that had the advantage of carrying an obvious penalty of failure in the test and, with what looked like genuine surprise, he said it could not involve a penalty. Parents and members of School Boards would never understand penalizing a student academically for participation in a strike. (Furthermore, he reminded me that the test didn't have any academic standing anyway since a student stands or falls entirely on the official university examination which he may take if he has been physically present in the classroom the required fraction of the time. What he does during class hours is nobody's business.) In certain parts of the country-and not in all-"student indiscipline" is a difficult problem of administration but one at which I gathered that most administrators were not particularly alarmed. They, too, had been undergraduates.

I came home confessing that I had not sufficiently valued the pattern of education which recognizes students as learners in all

fields of activity, young people to be liberated by their university to think about their most effective way to serve their society, rather than as pawns for political agitators. The more I considered political participation by parades, the more I appreciated an educational system which leads immaturity into maturity instead of permitting it to be used in emotional outbursts. I recalled the student rallies, the mock conventions, the doorbell ringing activities of American undergraduates who took their positions on the lowest rungs of the real political ladder and used their college opportunity to learn by doing in an atmosphere of concern for their education as citizens as well as scholars.

2) Our colleges are varied, heterogeneous, independent.

Standardization and formalization have gone hand in hand in India. Any college which wants recognition or students is a part of a university system. Its curriculum conforms with that agreed upon by a university academic body made up of representatives of all the member colleges. A syllabus for every course is prepared under university auspices and presented to the member colleges which may, I understand, specialize in certain disciplines without offering courses in all, but (within those fields) must prepare students for examination in the material of the syllabus. Several teachers told me of the difficulty of enriching courses with supplementary material since their students were prone to ask why their time should be wasted on irrelevant material not in the syllabus. Further evidence of similarity between students East and West! I asked the head of one missionary college why it would not be possible to let a college record carry some weight in qualifying a student for a degree. I shuddered to think of having graduation depend on one examination! She replied that the good colleges in her area hesitated to suggest this device because there were many private institutions run for profit whose directors would not hesitate to change a student's record as the requirements of an examination score demanded in order to insure "passing" and thus insure future enrolments for their colleges.

When you fly quickly over all of India you are aware of wide ranges of educational theory and practice in different parts of that vast land. I visited three young, new, imaginative universities which are breaking with the old patterns. I was, however, impressed by an established uniformity in some localities which prevents almost completely the kind of educational experimentation in which any good college here is constantly engaged. Furthermore, I sensed little intercollegiate stimulation—since all must be essentially alike.

On one memorable afternoon I had the privilege of meeting the women members of the faculties of the university colleges of Madras University. (Parenthetically some of the principals were distressed by a rule which had recently been promulgated that only women could hereafter be appointed as teachers in the women's colleges. Interpreted by some as an effort to recognize women and provide places for them in the teaching profession, this ruling was criticized as handicapping administrative officers in filling staffs adequately . . . and there were those who thought it a step backward for women!) The notable thing about this particular gathering was that many of the teachers who enjoyed tea and conversation together said that it was the first time for years that they had ever been convened. Instead of intercollegiate conferences where ideas are pooled (and avowedly borrowed) there seemed to be a tendency to accept instructions about what should be taught and assume that there was nothing much to learn from anyone but one's own colleagues. There are professional, subject-matter associations, I believe, but I did not get the sense of vigorous intra or inter-institutional discussions of educational matters since these are not, really, in the jurisdiction of the local teaching staff. (I hasten to add that I ran into several notable exceptions to this generalization.)

I am reasonably sure that my report to various Indian friends of the independence of our undergraduate colleges made them think we were totally without standards and in a state of complete chaos. The more I thought of it, the more I took satisfaction in the pragmatic test of the effectiveness of our uncoordinated experimentation. The fact that certain colleges command respect depends primarily on the achievements of the people who profit by their programs. If this curriculum is good it will be borrowed. If that one peters out, it will either be changed or repudiated by students who simply ignore it and go somewhere else. The options before American youth in the kind of training they may have makes our foreign friends dizzy and, I suspect,

convinced that there are few principles in American education. However, the principle of variety, of freedom to innovate, to deviate, to vegetate if you prefer—this principle seems to me (in retrospect) an exciting value in free education in a free society—productive of creative experimentation.

Our colleges exert direct influence in the area of international understanding.

I have gloried through the years in the increasing awareness of undergraduates in problems of relationships between this country and the rest of the world. I was glad that student interns went every summer to Washington from Wellesley. I was happy that the liberal arts included a strong department in political science, pleased that college young women were active in political activity. What I did not realize was the significance of what colleges and college students do as evidence of the strength and validity of our democratic way of life.

Let me mention two concerns which I discovered when I reached India. Coeducation seemed to be of great interest to unlikely groups. Undergraduates in an intermediate college asked me earnestly if I thought it was good for students of their Parents asked me nervously what I thought would be the effect on their daughters if coeducation spread in India. some of the larger cities I ran into universities where something approaching our idea of coeducation is beginning to exist. more places a handful of bashful girls sat in carefully reserved seats in large auditoriums full of boys and thus constituted coeducataion. In one, the girls properly waited until all the men were seated—then came in to side seats!) I suppose the vast majority of students are still in separate colleges for men and women. It seemed to me odd that there should be such earnest, anxious, deeply concerned interest in problems of coeducation. Then I learned that one of the few stories which had made the news services all over the world was the tale of that orgy of "panty raids" which were a nine-day wonder here. This was no joke in a culture in which young people are in a very formal relationship to each other. If invading a girls' dormitory and throwing underwear out the window was a by-product of coedution, it was clear that it has a demoralizing influence.

Before you feel superior and suggest that intelligent Indians ought to be imaginative enough to know how to discount student antics in the springtime, let me say that one of our troubles in this interrelated world is that it is so excessively difficult for us to know how to evaluate each other's customs. Let me illustrate by discussing "arranged marriages." With the possible exception of the parents of certain adolescent youngsters who wish (the parents, not the youngsters) that they could have a hand in choosing their children's mates more effectively than they can choose their dates, most of us would agree that free young people should be free to select their own husbands and wives. How inhibiting parental intervention is! Do we not incline to feel sorry for poor young people thrust into marriage? Do we not associate the idea of parental arrangement with "child widows," suttee practice demeaning to youth-especially to girlhood? Fancy my surprise when I discovered that some Indian young people wondered how American youth get along in a society where parents care so little for their children that they do not arrange their marriage! It is hard to understand each other's customs!

Of course there are experienced Indians who know how to discount reports of undergraduate nonsense, but for people who know as little about us as we know about them, it is hard to interpret undignified, irresponsible behavior as childish sport when it violates fundamental convictions about proprieties.

In a world of fast communication what students do becomes evidence of what America is. Undergraduates can decide what aspects of their freedom they choose to portray to a curious world, a world deciding between our way of life and a very different way.

As you well know, we are not helped in our presentation of American values by movie portrayals of collegiate life. It was a never-ending amazement to me to note the serious way in which trivial pictures were considered typical of American life. I went so far as to suggest to the State Department on my return that pictures exported abroad ought to carry some such preliminary statement as: "This picture was prepared to amuse the American public and is not an authentic picture of American life!" However, pictures do get abroad, travesties on American

college life, and the only way to neutralize their influence is to send more authentic reports before and after them. Students make news. I had not realized how important the news they make actually is in creating world public opinion.

If students are influential, believe me the institution itself is more so. I cannot stress too much the interest overseas in our problems of race relations. I was told that much of the student interest in the plight of the Negro in America was instigated by Communists. Perhaps it was. The fact is that the only way to counteract slanderous stories effectively is by answering with the truth. When that truth confirms the stories it doesn't matter who starts them. The damage is done.

In one college outside Calcutta a professor asked me one of the stock questions which all American visitors get on an Indian campus. "What opportunity do Negroes have for higher education? Are they eligible for admission to all colleges? Are they discriminated against in college?" On this particular occasion I answered at some length, emphasizing the marked progress in status of the Negroes in recent years, reminding the audience that less than 100 years ago Negroes in this country were slaves, that the war between the States settled once and for all the fact that slavery would not be tolerated but that it takes a long time to change social attitudes. To cap my argument I said that the Indian constitution outlawed the caste system, but everyone there knew that it was easier to write a law than to enforce it and it would take some time before caste was really destroyed. When I had finished my reply the professor who asked the original question rose at once and said there was no real analogy between their easte and our racial discrimination. He explained that easte reflects function being performed in society. Race discrimination reflects mere prejudice about the color of a man's skin. He added that the reason it mattered to him was that America is now a powerful country. He said, "What we want to know is whether America is always going to treat colored people with contempt; we are dark-skinned and we want to know."

What we do speaks louder than what we say. Racial discrimination resounds around the globe and undoes vast efforts to present the claims of a democratic doctrine of brotherhood. We

who teach democracy are creating other peoples' ideas of the practical effects of democracy. The ideal of human dignity, of personal worth, of inherent value in every human being is an exciting and popular idea. Americans—many of them graduates of our colleges—have helped to spread it across the face of the earth. Men to whom it is a remote but magnificent idea want to know if it can be true. When we say one thing and do another, we lose respect and challenge the very truth of what we say. Colleges which believe in freedom assume grim responsibility when they belie their own heritage and assertions by failing to face up to the fact that we live in an interracial world with which our students must become acquainted.

A racially homogeneous community—in this day and age—is provincial, a falsely simplified sample of the world in which we all live. Segregation—especially where legal barriers cannot be used as excuses for inaction—is a fact which directly affects our international standing.

I confess—I did not realize once—as fully as I now do—that what you do in the colleges of America is an important direct part of our American foreign policy.

To strengthen our liberal tradition, working to free students by helping them discipline their minds for responsible living, is to encourage respect for freedom around the world. To adventure with our freedom, to keep alive, dissatisfied with whatever has been achieved, zealous to *improve* and so to advance—these are ambitions which make the American College a positive factor in world relations.

At a meeting in Madras one Indian professor who had studied in America and was very friendly to us asked a question which startled me. It went something like this:

"We all know that people don't like war. Governments lead us into them. We are fearful of your new administration lest under a General as President, America will move toward war. What are the American people doing to resist their government?"

If the question startled me, my answer appalled me, for I heard myself saying what any patriotic American would say—"You don't understand the relation of our government to the American people. The people are the government in a free

country and we must share the responsibility for what any administration does since we put them there and keep them there."

It gives us pause to realize that this is true of American citizens and their institutions. What we want our government to do, we at home must support. Colleges as conspicuous influences on the leaders of an oncoming generation are powerful demonstrators of what we really want. If it is irresponsibility or bigotry or provincialism or commercialism, we can present that kind of picture to a world which inclines to suspect us of these tendencies anyway. Or, if we want our nation to be responsible, sincere in its acceptance of the implications of its own standards, world-minded and sensitive to values which transcend those of the market place, we can present that picture at home—on our campus—the news gets around!

So we have a direct part in building bridges of understanding between nations which are superficially radically different from each other. The one thing they have in common is the asset which makes colleges here and everywhere else important—people. God hath made of *one* blood all nations of men for to dwell on the face of the earth. All men are endowed by their Creator with certain inalienable rights.

To the extent that we help American young people recognize the inherent human similarity of peoples whose cultural differences are conspicuous, to the extent that we inspire students to enthusiasm for understanding their fellowman even when, especially when they disagree with him profoundly, to that extent we will be preparing American youth to cooperate with free youth elsewhere to build strong bridges across the chasms which divide nation from nation.

I confess—I did not adequately appreciate American higher education while I was an official part of it. May you fully appreciate it—and may the foundations, corporations, affluent alumni and all other potential donors express their appreciation in substantial cash and thus make 1954 a very happy New Year.

FINANCING LIBERAL EDUCATION

KARL J. ALTER

ARCHBISHOP OF CINCINNATI

IN spite of the conventionality of the procedure, I wish to express sincere pleasure in being privileged to address this assembly. I say this because the interests which your association represents enlist a sympathetic response in my own mind and heart; and also because the specific problem, viz., financing liberal education, which is posed as the theme of your deliberations, must necessarily lead to an exploration of new educational policies with far-reaching consequences.

One of these eventualities must be the re-establishment in public favor of 'liberal education' as a valuable asset in our total educational program. There must be a restoration of the conviction that liberal education is an integral part of genuine culture and is a practical necessity in any large view of national or international policy. There must also be a disentanglement of the word 'liberal' from certain connotations of a political and economic character. Unless this can be done, it seems to me futile to labor the subsidiary question of a realistic and an effective means of providing financial support for its program.

Liberal education, by its implications as well as by definition and description, postulates freedom of the mind from the narrow and constricting influences of prejudice, custom and tradition. It emphasizes the importance of a correct understanding of man's intrinsic nature, purpose and destiny; and also a realistic evalution of man's historical experience. The scholastic disciplines which set the mind free are generally comprised under the term 'humanities.' They embrace such studies as philosophy, history, sociology, literature, language, and in addition such educational formation in the physical sciences as will give a broad outlook on life and a right orientation toward the world in which we live. They are essentially the disciplines which cultivate the quality of being 'human.' With Cicero, we as protagonists of a 'liberal education' hold to the dictum: "Nihil humanum a me alienum puto."

Liberal education differs from other forms of education not only in respect to its content but also in respect to its methods.

To say that the tendency of modern education has been to favor the physical sciences in contradistinction to the 'humanities' or the social sciences, is to utter a platitude. What has not been equally recognized is the fact that the emphasis placed on the methodology used in the physical sciences has tended to discredit or at least to force into eclipse the equally valid methods used in a program of 'liberal education.' I refer to the notable preference given by some to the methods of scientific induction over those of scientific deduction. We all recognize the validity of the inductive method of reasoning which proceeds from the observation of phenomena in the fields of physical or material science to their orderly classification. From such data an hypothesis or theory is evolved by which the phenomena can be explained. Finally, the theory or hypothesis is verified by new experiment, and thus a new relationship of cause and effect is discovered and reduced to a scientific formula.

It is not universally recognized, however, that the subject matter of a 'liberal education' is, or at least should be, under an equally rigid discipline, although quite different in character. In religion, in the social sciences, in history and in the humanities generally, we make use of the deductive method and the juridical process. We depend on the logical sequence from accepted principles or on the testimony of witnesses whose veracity and competence must first be established. But once this has been done, we are entitled to draw conclusions from the facts which constitute legitimate premises as truly as the physical scientist does in his own respective areas and by his own distinctive methods. Unless this procedure is accepted as valid and authentic, there can be no science of human conduct, nor of history, nor of ethics; and, in fact, no social value in a study of humanism. We readily concede that there is a difference between moral certainty in the one case, and physical certainty in the other.

I have laid stress on this question of varying scientific methods because it is a question which bobs up in a variety of ways when considering the content of a liberal education. Some educators, for instance, on the score of inadequacy of method or uncertainty of conclusions, have ruled out of their curricula the entire area of religious experience, as if it had no historical significance or no social value. Obviously, religion's chief significance is spiri-

tual. But how anyone can explain the course of history, the nature of the differing civilizations with their distinctive national institutions and social policies without a comprehensive and accurate knowledge of the pertinent religious beliefs and practices, is a profound mystery to me. My plea, therefore, is that more attention be given to this subject of religion in the curriculum of a liberal education, not only as an important factor in the understanding of social forces, but on its own merits as a necessary study in any significant exploration of truth itself. We recognize that the unmistakable trend in education today lies in that direction.

A liberal education, if true to its name, presumes both a full measure of freedom in the choice of a curriculum and also freedom to implement that choice without penalty or disadvantage. If therefore the State sets up a uniform and inflexible system of education with a monopoly of public benefits reserved entirely to itself, then it is difficult to see how genuine freedom of education exists. I realize that this question leads into a rather sensitive area, but on an occasion such as this, I see no adequate reason why we should dodge the issue. If the State rules out the private, non-profit colleges from public support because they are privately managed or because they include in their curricula religious instruction, then this restriction contravenes the full measure of liberty which should be a component part of liberal education.

Any genuine liberal arts college, by its very nature, is a public institution. It renders a public service and cannot do otherwise. Furthermore, the existence of the voluntary non-profit college is in line with our earliest educational traditions. Harvard, Yale, Princeton, Georgetown, are and always were private institutions of learning. Washington, Jefferson, Madison, and most of the founding fathers were the product of private colleges and a liberal arts course.

The establishment of liberal arts colleges organized by private initiative might also be regarded properly as a corollary of our free enterprise system. I realize that there are certain features of a free enterprise system which all of us might not wish to endorse, but in general it represents the American tradition, namely, that there are certain functions of society which should

not be pre-empted entirely by the State. Let me make it unmistakably clear that there will always be need of public tax-supported institutions of education, not only for vocational and professional training, but also on all levels from elementary schools to universities. This will always be necessary if we are to make effective a national program of universal, free education. These schools will not only continue to exist but must be adequately supported; nevertheless, there ought to be room, in a national system of education, for those schools also that do not conform to the theory of a restricted secular curriculum. Difficulties in making the necessary adjustments in national policy will occur, but they can be overcome, provided there is an open mind and good will.

To come to grips, finally, with the precise subject under consideration in this present annual conference, let me frankly declare that I have no new suggestions to offer and possess no particular competence in this field, viz., the financing of liberal education. I am somewhat familiar, however, with the plan of a united or joint appeal of some private colleges in their respective states, whereby industrial or commercial corporations are asked to contribute substantial sums as an offset against federal taxes. Naturally this project offers some hope for the immediate present, but as the excess-profits tax lapses and other tax modifications are made, this particular source of income will automatically dry up.

An appeal for assistance from industry might also be made on the basis of the saving in real estate taxes, intangibles tax and sales taxes. A considerable saving accrues to industry and corporations generally by reason of the large enrolment in private colleges whose budgets have no support from the public treasury. If it were not for the existence of these voluntary, non-profit colleges, then a much higher rate of taxes would have to be levied to support the public institutions of education. Necessarily their enrolment would greatly increase as a result of the demise of the private colleges. I suggest that this subject might be further explored through special studies, so as to present graphically to industry the effects in savings as of now, and the certainty of increased taxes in the future, if private colleges were to pass out of existence.

There is a third possibility which has been opened up recently as a result of the federal legislation concerning the ownership of the oil reserves in the outer-continental shelf. The Hill Amendment, which did not pass at the last session of Congress, will no doubt be reintroduced in the next session with fair prospects of enactment. It provides that the revenues or royalties derived from this oil reserve shall be set aside as a national educational fund. If this should come to pass, there may be a very substantial sum available for educational purposes.

The immediate question is this: How shall the fund be distributed? There may be various proposals submitted to the Congress, but I would like to suggest that the pattern set by the G.I. Bill of Rights be followed and that the fund be used in grants of scholarships—under specified conditions of course. There would be found in such a program the additional merit that no conflict could conceivably arise in respect to the First Amendment. All the complicated questions about the relation of Church and State would be avoided, because the grant would be made to individuals as citizens and not to institutions. In all probability the recipients of the scholarships would choose to register in the private liberal arts college in the same proportion as under the G.I. Bill of Rights.

There are no other suggestions which I have to offer, and therefore I take the opportunity to renew my greetings to this assembly. I entertain the hope that your deliberations may advance the interests of liberal education and help to solve the acute financial problems which create immediate embarrassment and threaten seriously the future existence of the private colleges in this country.

THE COLLEGES AND CHRISTIAN LEADERSHIP

HENRY K. SHERRILL

PRESIDING BISHOP, PROTESTANT EPISCOPAL CHURCH

IT is with considerable comfort that I recall a remark of the late Mr. Justice Holmes who declared: "In these days the restatement of the obvious is infinitely more needed than the elucidation of the obscure." We live in a time when we face elemental forces and powers. The threat of mass destruction, indeed of the suicide not only of civilization as we have known it, but even of humanity itself, has become, if not a probability, at least a stern possibility. Never in our time have the naked necessities of existence become more apparent as we meet the tragedy and the multitudinous problems of our world. There should be no time for the secondary or the insignificant. First things are imperative. I often say to our Church groups that one difficulty with the Church is that too many people have great convictions about little things. I rather imagine from some experience that this may be possibly true of certain educators as well.

These stern facts of our era are, of course, apparent to us all. The world is an armed camp, with the threat of a third world war, and with all the perplexities of foreign policy. At home we have had through the revelations of these recent years exposure of a lowered moral standard, the problem of the drug traffic even among teen-agers, corruption at many levels of our The responsibility of the rulers of Soviet social structure. Russia is overwhelming. But it is not wise to blame all of the evils of the world upon them. There is a very real danger that we lose the power and the insight of self-criticism. During the first World War, I recall that the French were inclined to excuse everything, including individual shortcomings, by saving with a shrug of the shoulders, "C'est la guerre." Dean Sperry described certain church-goers as raising a spiritual umbrella over their own heads and enjoying watching the rain drain down the necks of their neighbors. No, we must be realistic with ourselves. If we have not failed completely we have done so to a measurable There is something grievously wrong with society. There is no point to be gained by recrimination between individuals or groups. The school, the college, the university, the

churches, the home—in large measure all have failed in measuring up not simply to ideals but to the practicalities of today.

In meeting this situation the clergyman and the teacher have a great deal in common. At the lowest level, both belong to a profession and have the corresponding point of view so often misunderstood by others. More important, both have the responsibility of training and teaching. Both are deeply concerned with freedom, the clergyman with the freedom of the pulpit in exercising the prophetic function, the teacher with the freedom of the lecture hall, in his writing and in his research. Tenure is important from this point of view rather than from that of social security. Both are deeply concerned by threats from within and without to this precious heritage of freedom. Soviet Russia offers the great threat from without. The demonstrations we have had of persecution of the churches and the denial of religion, the slave camps, the repression of democratic institutions and of satellite peoples, the tragic and ridiculous pressures upon men and women of science and the arts with bogus claims-all this and more should have alerted even the wishful thinkers and the blind. It is incomprehensible to me how any sane American can be a Communist or even a fellow-traveler. But we must be alert also to attacks upon freedom from within our national life. We have all seen in our own time, notably in Hitler's Germany, what can happen as a result of pressure from the totalitarian state,-industry succumbed at an early stage, the universities followed in time. The churches felt the mailed fist but I am proud of the fact that a small minority of church people, clergy and lay, Protestant and Roman Catholic, held out to the end.

We must beware of extreme statements. There is nothing like this in the United States, but even a cloud on the horizon the size of a man's hand must give deep concern. Eternal vigilance is the price of liberty. We must be everlastingly awake to purported guilt by hearsay, by unproven accusations from any quarter whatever and by an uninformed public opinion motivated by fear, by a desire for personal political advancement, or by partisan prejudices. In this common battle for freedom we must beware of attacks by extremists in either group. The professor who described all religion as superstition and at one time had a considerable vogue of popularity on the college campus, is largely, I am thankful to say, out of date. Such wisecracks do

not receive the same, if any, response. On the other hand we can regret the term "godless" as applied to so much of private and public education. I do not wish to be misunderstood; in my judgment we need infinitely more religion in university and college life. But the sweeping generalization of "godless" ignores the many thousands of religious men and women on our faculties and in our student bodies. It forgets the unselfish and completely devoted service of many teachers, often on pathetically meager salaries. It ignores the true scholar's wholehearted allegiance to truth in which all of us can find an example.

Furthermore, we must not expect our collegiate institutions to be greatly different from the contemporary scene in which they are placed. Perhaps they ought to be ideally, but no one of us can jump out of his skin. Most of us are inevitably influenced by the temper of the times. Through the centuries the tide of the spirit has ebbed and flowed. We have been for many years in an ebb tide due to a variety of factors. Those of us who were born in the nineteenth century will recall from personal experience the extreme and prevalent optimism. The term "modern" expressed all that was good. Scientific progress had given man an exaggerated conception of his own importance. In his own view he had displaced God. All we needed was more so-called progress and education, then a new era would inevitably dawn. What I might describe as the loss of the life of the Spirit was worldwide and true of the followers of every religion. It has been an era of so-called tolerance which rightly means a respect for the convictions of others, but has come to glorify the absence of all conviction. I think that it was President Neilson of Smith who said, "Do not have such an open mind that your brains fall out."

Well, in 1914 and in succeeding years since, the house of cards fell. In these years we have seen the degradation of human nature beyond any possible imagination. Civilization has turned out to be a thin veneer—for so-called civilized nations have committed atrocities as great as those in any era of the past. We seem to be unable to extricate ourselves through either force or international conference. The cry from thousands and millions of disillusioned people is, "Who shall deliver us from the body of this death?"

In this dilemma, the spiritual tide is, I believe, beginning to

flow. One always hesitates to predict a revival of religion. Such predictions are so often proved to be wrong. But there are encouraging straws in the wind. It is true that church membership in the United States is greater than ever before in our history. I have spoken already of the changed atmosphere on the college campus. I do not mean to imply that either faculty or students are hitting the sawdust trail. But there is a deeper concern for and interest in religion. Christianity once again has become intellectually respectable—perhaps a patronizing description but a true one. Never before have the theological schools of all our churches been so full. On every level of society there is a response, provided the right leadership is provided. In many educational institutions greater emphasis is being placed upon the work of the college chaplain in cooperation with neighboring clergy, the college chapel is showing more vitality and there are now numerous departments of religion. This last move has been long overdue. Simply from the point of view of a proper education, it is absurd to ignore the greatest formative influence in our civilization, the Christian religion. We have taught many generations Shakespeare and Samuel Johnson and have neglected the messages of the prophets and the life of Jesus Christ. We have learned of the rise and fall of empires and yet been totally ignorant of the history and the contribution of the Christian Church. As a part of general education these facts should be known. Every Chaplain in our Armed Forces tells the same story that the average American youth knows almost next to nothing of the historical background of Christianity.

As I have said, the Church and the home are at fault but education merely as education has also its share of responsibility. Religion simply cannot be ignored whatever our particular faith, or no faith, may be. Even from the point of view of natural science, there is a factor in the life of man which is of profound significance. When I was ordained 39 years ago, there was a cleavage between the medical profession and the clergy. The average doctor at time of critical illness viewed the clergyman as somewhat of a dangerous interloper. But in course of time an entirely different view became prevalent. For one thing extreme specialization was proved to be ineffective, for a man is a

whole and not made up of entirely separate parts. It was found in many complicated cases that a team approach was essential. The medical profession learned that in treating the whole man, religion was a very important factor. Peace of mind had a great deal to do with a man's physical well-being and recovery. Accordingly, today in countless places the doctor and the clergyman work in complete harmony and cooperation.

In the same way education must regard the whole man. It is not enough to turn out young men and women as competent technicians in a variety of fields. The kind of people and the way in which they use their knowledge are of vital significance. We describe this as character. The question then is what is the primary source of character. Of course there are many factors involved; heredity, environment, knowledge are some of them. But it is my deepest conviction that religion is here central. Of course the term religion is too vague. There are those who say that their religion is doing good, as if that were an easily attainable goal. We hear much general talk of so-called human or even spiritual values, of a somewhat vague idealism which all good men should share and uphold. I find it impossible to find a great deal of help in this kind of ambiguous good will as I view realistically human nature in others as well as in myself. "Who shall deliver us from the body of this death?" Of one thing I am very sure-man will not do this by himself. We cannot lift ourselves by our own boot straps. For myself as a Christian (and I cannot speak of religion in any other way) it is impossible to build a moral order apart from faith in God. We cannot create a reign of law without a lawgiver. It is a faith in God the Father of all men which makes the individual of infinite worth and of eternal significance. Democracy is a product and not a substitute for such a faith. I have recently returned from a trip to the Far East. Certainly it is a laudable effort to introduce democracy into a country like Japan. But I believe it to be an almost impossible task, if not a dangerous one, unless we are also willing and able to bring the spiritual foundations from which democracy has sprung. This is a danger which confronts us as well in American life.

Many of these spiritual sources of insight and of strength are found in the religion of Judaism. But for myself (I am giving

my own personal testimony) they are to be found in the God as revealed in Jesus Christ. Christianity is an historical religion. The Christian believes in God's progressive revelation of Himself through human history. The story is contained not only in the Old and New Testaments but in the history of mankind. The Old Testament tells of primitive religion and of the developing experiences of God through the messages and lives of the prophets. This progress came in their experience as a result of God's initiative and not because of their own originality and creation. To the Christian the culmination of this revelation came in the life of Jesus Christ, in the power of His Communion with God, the perfection of His character, the penetrating wisdom of His teaching, His final victory, with the amazing effect upon his discouraged disciples. It is possible to say that all this is wishful thinking and self-deception but it is also possible to believe that here is reality, sincerity and truth. That there are countless millions of men and women of succeeding generations who have found it so, is only a statement of fact. The divided Church is in itself a problem, a perplexity-more it is a witness to our failure to understand and to practice the Mind and the Will of Christ. But underneath the tragic divisions, let us make no mistake, there is a deep and unifying experience. Every parish minister can tell you of lives made over, of men and women who in every walk of life find the source of strength, of peace and of power in the worship and the fellowship of the Christian Church. The amazing fact is that Jesus Christ lives in the lives of so many people of every race and nation. This is perhaps as great a revelation and miracle as any. It is, of course, possible again to say that all this is self-deception, or it is possible to say that here is a revelation of truth and of reality. I think that it was Paschal who said, "There are reasons of the heart which reason cannot comprehend." In dealing with the realm of personality either of God or of man, it is a grievous mistake to underestimate the reasons of the heart which lie not against but beyond technical rationalization. In this area are to be found, I think, the deepest and most precious experiences of our lives.

But I have not come here to present a brief apologetic for the Christian religion and least of all to argue with, or against, any one. Let others say what they will, I can only be myself! Cer-

tainly we are faced with stern facts in our modern world. That there is something wrong, cannot be a matter of disagreement. We have our countless conferences and discussions upon every problem and question. We set up all kinds of organizations and committees. We seem to be caught in a web of our own weaving. What is needed is the lift of the Spirit of the Living God.

That there are many who agree is clear. As I have already stated it is apparent that religion is being approached in a new and more serious way on every level. Courses of religion, departments of religion, university and college appreciation of religion are not to be undervalued. But the fact is that by themselves they be as sounding brass and tinkling cymbal. We are in danger of committing the old fallacy of confusing knowledge of facts with wisdom. Of course it is good to have knowledge of the facts but it is possible to know many things in a modern collegiate curriculum, including Christianity, yet not be religious, or to produce the fruits of the Spirit. For Christianity emphasizes not knowledge about God but an experience of God. It is not a dead faith to be studied, so much as a life to be lived. There is much exaggeration but a great deal of truth in the old saying that religion must be caught. It is an example, an influence, a contagion which goes much deeper than formal observances, if it is to be real. It is all too easy for a young man or woman to have faith chilled not so much by a hostile as by an indifferent environment. A responsibility rests upon a college administration and faculty to inculcate a love of the truth, a fearless facing of truth in the impartation of facts. True religion has nothing to fear from truth. But there is also a responsibility to develop understanding, compassion, integrity, unselfishness, a deep, not a shallow interpretation of life and its meaning. I am not talking of sermons, or of wearing one's heart upon a sleeve, but of the conscious and unconscious influence of Christian example, worship and living. I can easily think of places where the Christian leadership of several, sometimes one person, has brought about a remarkable transformation. The primary issue in the world today is spiritual within the hearts and minds of men. No one can rightly be in such times a blasé, an indifferent or a timid neutral. A youthful generation, in fact the world, looks to you for decisive example and leadership.

FINANCING LIBERAL EDUCATION (INDEPENDENT COLLEGES)

E. WILSON LYON
PRESIDENT, POMONA COLLEGE

HARASSED administrators and trustees are not likely to belittle the unusual times through which higher education is passing. Yet it is doubtful if even we who are in the midst of it appreciate the significance of the revolution we are now experiencing in college and university education in the United States.

This is a period comparable to the expansion and new developments which flowed from the Morrill Act after the Civil War. The founding of the land-grant colleges and the new universities brought a wider and more practical education to our people. The training in agriculture and mechanical arts was a tremendous factor in enabling the republic to conquer the continent and shortly to harness its economic resources with unparalleled effectiveness. Higher education in the 70's and 80's met the challenge and helped build a great and strong nation.

Both the tempo and the scope of our revolutionary period exceed this earlier era. Since 1934, enrolment in our colleges and universities has more than doubled. Many new institutions have been founded, and the community college movement has greatly extended its influence. In veterans' education we have seen the greatest scholarship program of all time, with incalculable influences for the future.

Whereas the purpose of higher education was primarily national two generations ago, its essential quality today must be preparation for international understanding and leadership. This is a more difficult task than the more provincial one to which our colleges and universities were called earlier in our history.

It is more difficult because of the vastness of the subject matter we must now encompass. But it is difficult primarily because it must deal with policy, and the consequences of mistakes are more serious than ever before.

Only in liberal education can we find the values and qualities which individuals and nations require in making decisions on policy. The study of what the best men have thought and said in other times and other countries is indispensable in a nation which like ours bears such responsibility for the whole world.

The future of liberal education is therefore one of the key questions of our national life. Its financial health is something which far transcends this Association and the professional ranks of education itself.

As a nation we are fortunate in the structure of our higher education. No other country makes such widespread provision for liberal education beyond the high school. Unlike our own, the European universities are specialized institutions, essentially concerned with professional training. In the rest of the world there is nothing comparable to the American liberal arts college or the training for the undergraduate degree in American universities. The form for liberal education is here. Our problem is to make it meaningful. As Richard Hofstadter wrote for the Commission on Financing Higher Education: "What higher education needs in order to meet the demands of the modern age is neither a change of form nor a change of direction so much as a change of heart."

There is encouragement that this change of heart is taking place. There is further evidence that the American public is awaking to the indispensable place of liberal education in our life. From many quarters, not the least of them being American business and industry, has come a new and deeper appreciation of liberal education.

This wider appreciation of liberal education illustrates the key to its financing. As the people fully understand the purpose and methods of liberal education, they will give the material support it requires. Our first task as educators is to make clear in every way we can the fundamental values of liberal education. Such interpretation should be constant and intensive.

A nation properly aware of the value of liberal education will not long endure the declide in the status of the teaching profession and the economic sacrifices which its members are now undergoing. This has been one of the most alarming trends of our time, and drastic measures are necessary to arrest it. On the financial side, we must think in much larger terms than ever before. Salaries of \$10,000 and above should be common in higher education, rather than being restricted to a few universi-

ties and favored fields. The elemental fact about the financing of liberal education is that much larger sums than ever before are required.

Relatively little of what is required can be gained by economies within the existing system. While most institutions give too many courses, hardly any of them provide enough time for the advising of students and the individual work that should lie at the base of all higher education. Most colleges and universities should have more rather than less faculty members. While a rearrangement of faculty duties could often be made with educational advantage, these changes would not result in lower financial costs. We simply must have more money, and in significant amounts, if higher education is to advance.

The strength of American higher education is to be found in its diversity. As the Commission on Financing Higher Education reminds us: "This multiplicity of competing units prevents any single political party, institution of government, corporation, labor union, church, or university from dictating what all men shall do or think."

This diversity also ensures many approaches to the problem of financing education. The program of each institution will bear the imprint of its region, its clientele and its own particular history. Within the two broad divisions of tax-supported and non-tax-supported institutions there is room for much individual difference.

Thus the program which we have developed at Pomona College grew out of our own particular situation. Certain facts about the college and its environment have determined our policies and course of action. Although begun by the Congregational Churches, Pomona has been independent since 1903, and cannot expect regular denominational support. However, it has maintained its historic association with the Congregational Churches and from this reservoir of good will draws approximately a fourth of its student body and much individual support. The college is young and its graduating classes were small until after World War I. Its alumni body is smaller than for a comparable eastern college, and a greater proportion of its financial appeal must be made to the general public. The opportunity and the task of such an appeal is emphasized by the fact that the

area in which Pomona is located has had the most spectacular population growth in the country. California, which had 6,907,387 people in 1940, reached 10,586,223 by 1950, and is now approaching 12,500,000. No area of the state has exceeded in growth Los Angeles County, at the eastern border of which Pomona College is located. The college happily is situated in a small town and as a residence institution has most of the characteristics of the small colleges of the East and Middle West. At the same time it is part of the third largest metropolitan complex in America. This presents infinite advantages in associating our clientele to us and in bringing them to the college for many of our events. We can keep in contact with our friends and patrons in a way denied many other institutions.

The trustees of Pomona have worked out an extensive fundraising program—generous in their own personal efforts, they have also given the program real support in staff and funds. The fundamental elements of the plan are the Alumni Fund, a bequest program, an annuity and life income program, and organizations of friends and patrons.

The Alumni Fund, which is the oldest part of our present program, has not only been a notable financial success, but it has been a source of guidance in the interest of our clientele and in the ways they might be most effectively interested in the college. In the late 1930's it was decided to devote the Alumni Fund to scholarships. From that moment it grew amazingly and soon made possible a whole new concept of scholarships at Pomona. Shortly after World War II, four-year Alumni Scholarships open only to men nominated by their high school principals were introduced with great success. From the operation of these scholarships we gained experience that later helped in securing foundation and corporation gifts for a much greater extension of our scholarship opportunities.

Many of you have seen the literature of our bequest and annuity and life income contract program. Faced with needed capital for new buildings and endowment, the college decided after the war to initiate a vigorous program looking to capital giving. We felt that much of our message would have to be taken by literature, and we spent a good deal of time and money on it. While only the future can reveal the full extent of our

accomplishment, we already feel that our activity has paid. Some significant bequests, the largest approximately \$750,000 for a men's dormitory, have come directly from these efforts.

From the earliest days of the college, Pomona had had some experience with annuity programs. The trustees felt that many individuals who otherwise could not give would be willing to donate funds to the college subject to an income until the donor's death. Our life income program has proved increasingly attractive and has justified all the promotion we have given it. Contracts are written on the basis of giving the donor an income equivalent to the average earning on all the college investments for the preceding year. Certain provisions of the tax laws have been encouraging to donors under this plan.

Within the past two years we have begun the active solicitation of corporations for endowments, scholarships and gifts to our current budget. While we have secured some help in each of these areas, scholarship support has been most encouraging. The returns to our current operation so far have not been large, but we have secured support for equipment or specific projects. Our solicitations have been made alone and not as a member of a

group of colleges.

We have endeavored to capitalize fully on our metropolitan location and the fortunate proximity of so many of our patrons. As most of you know, Pomona is one of four Associated Colleges in the city of Claremont, and we do many things together. Prior to World War II our associated colleges established the Friends of the Colleges at Claremont and enlisted the membership of several hundred leaders of the Los Angeles area. Several dinner meetings a year are held and the Friends have been a source of much good will for our college as a group and separately. The Friends are not primarily a fund-raising group, but each of our undergraduate colleges in Claremont has a group organized for this purpose.

The Pomona College Associates constitute a group of over 300 men and women who have made gifts of not less than \$10,000 to the college or who in any one year give as much as \$100. The group is organized for raising current support for the college, and we have found this an increasingly effective way of strengthening our outreach. Dinner meetings with outstanding speakers

are held from time to time, and in the spring an Associates Day is held on the campus. The latter has proved most helpful in interpreting the college.

Many of the Associates are from the general public, but the membership of the Women's Campus Club and the Dads Club comes largely from our patrons, past and present. The formation of the Women's Campus Club by my predecessor in 1940 was a stroke of genius. The group flourished from the start and now has over 1000 members. Originally organized to raise funds to build additional facilities for the women's campus, it has now extended its purview to the needs of the college as a whole. Among its achievements are a dining hall for women, significant contributions to classroom improvements, many small equipment gifts and considerable funds for scholarships. The main group meets on the campus three times a year, and eleven councils meet locally in separate California communities. The programs, both for the general meetings and the local councils, are presented by faculty or students and thus constantly add to the members' knowledge of the college.

The Dads Club, begun three years ago, is organized primarily for fellowship and recreation. But without any prompting from the college it too slipped over to helping us and has just made its first significant gift.

The Dads Club and the Campus Club have contributed immeasurably to the understanding of the college and to the creation of a fine spirit toward our aims. These organizations afford a regular way by which parents can associate with college activity and visit their sons and daughters in a way that will be most appreciated. The friendships which the parents make with other parents lengthen the influence and contribution of the college to the broader community.

Pomona has thus associated intimately with its operations a large portion of its patrons and friends. We have profited immeasurably from the fact that these supporters know enough of the college to rejoice understandingly in our successes and to appraise our problems sympathetically. Their warm-hearted response to our needs is a constant source of encouragement. They have illustrated at its best the American genius for voluntary association.

The financing of a liberal arts college on the scale we have undertaken at Pomona demands a dedicated staff, specifically trained in fund raising. We have been fortunate in having as Director of Public Relations an alumnus, Mr. Allen F. Hawley, who is superbly qualified in this field, and has served the college continuously for 15 years. Through his leadership we have built up a program and a staff to carry our extensive operations.

In a college fund-raising program a major responsibility must lie with the president. He alone is qualified to interpret the entire college program to its clientele. He has relations with prospective donors which no other officer of the institution can develop. The problem is to work out a plan by which the presi-

dent's time can be used most effectively.

For only a portion of the president's thought and energy can be given to financing his institution. Fund raising is only one of the president's functions. If the liberal arts colleges of America are to provide intellectual and moral leadership, their presidents must have time to think about liberal education.

We presidents, as a profession and as individuals, are not likely to have illusions about our power or influence. Yet each of us knows that in the quality of his decisions lies much of the character of his institution. Our recommendations on personnel, our choices of areas for support, are of the greatest consequence. Other occupations must not divert us from educational leadership, which is our unique responsibility.

I have a profound faith in the future of liberal education in America. I also have faith in the preservation and strengthening of our dual system of tax-supported and non-tax-supported institutions. The American public is too wise to lose the advantages of this system of mutual incentive and competitive example.

FINANCING LIBERAL EDUCATION (IN INSTITUTIONS ATTENDED PREDOMINANTLY BY NEGROES)

HARDY LISTON

PRESIDENT, JOHNSON C. SMITH UNIVERSITY

LIBERAL education is a vital element in our American way of life and an essential factor of control in our American pattern of higher education. These values of liberal education seem at times to be forgotten. However, thoughtful men and women are today showing increasing concern for these values and for the future of the institutions that are contributing to their perpetuation. It is no wonder, therefore, that so many individuals and organizations, including the makers of this program, are concerned about the financing of liberal education.

Perhaps no single group of American educational institutions, that have to do with the Great Liberal Tradition, has felt the pressures of the postwar inflationary problems more than the group of institutions attended predominantly by Negroes. They experience all the forces and perform all the functions that are characteristic of American liberal educational institutions. They bear loads, reduce frictions, transmit forces and perform balancing functions in American life. But beyond these, they have earried loads and performed functions growing out of a dual system of education for the races and incident to serving a people with limited incomes.

These institutions have been DEMONSTRATORS of the values of liberal education. They had to demonstrate in the early days the educability of the Negro and the superior value of a trained citizen. They are demonstrating through their products that social frictions can be most effectively reduced when minds and spirits are free. They are ambassadors of understanding and good will. They are producing men and women of vision, faith, courage and efficiency who are fighting on the home-fronts for the perpetuation of true Democracy and that the Liberal Tradition may not be forgotten.

The task of providing educational opportunities for Negro Youth is a tremendous one. I shall point out two of several important factors that make it so. They are statistical and economical.

Statistically, one out of every ten Americans is a Negro, but there is only one Negro youth out of every 30 students enrolled in American colleges and universities. Stated in percentages, the Negro is ten per cent of the national population, while the Negro youth is only three per cent of the nation's college enrolment. The Negro leader of college training, theoretically, carries three times the service load that is carried by the average American college graduate.

If the college education of the Negro is to approach numerically the national level, it will require a 200 per cent increase over the present college enrolment, while the enrolment of all other groups remains fixed. However, enrolments of all groups have been and are on the increase. The 1950 enrolment was 11 times greater than the enrolment for 1900 for all colleges and universities in the United States. In the Negro colleges the increase for the same period was twenty-eight fold. Data from "College Age Population Trends, 1940–1970" indicate that by 1970 there will be a 70% increase over 1953 in the college age population. We hope that the college enrolment will increase by a similar per cent, if not more. Assuming that it is reasonable to expect such an enrolment and that the Negro enrolment should reach the national level by 1970, the present Negro college enrolment must increase by more than 400%.

These data imply momentous problems in financing the cost of higher education. They indicate a future strain upon every existing institution of higher education within the geographical and economical reach of our people. Every good institution needs to be better; for America cannot afford to give up a single good classroom that is now available.

In addition to the statistical there is a second major factor that affects the financing of institutions attended predominantly by Negroes and that determines whether or not an individual Negro youth shall enroll in any institution of college grade. That factor is the economic status of the Negro family. In 1949 the income of the average Negro family was 51% of the average income of white families.

1 "College Age Population Trends 1940-1970," Report to the American Association of Collegiate Registrars and Admission Officers, by Ronald B. Thompson, The Ohio State University, Columbus, Ohio, August, 1953. "A Report of the President's Commission on Higher Education" stresses the significance of this factor when it says:

2. If the ladder of educational opportunity rises high at the doors of some youth and scarcely rises at all at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advance, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.

The Negro private colleges have been, through more than eight decades, ladders of educational opportunity at the doors of Negro youth in America. These ladders were created and have been maintained by men and women who had faith in the efficacy of sound liberal education for all people. These ladders of educational opportunity continue to be raised at the doors of Negro youth in spite of the economic limitations of the family or community into which they are born.

Until recent years, the Negro private and church-related institutions were the chief agencies for extending the ladder of educational opportunity at the door of Negro youth. With an enrolment gap of 200% as of today and with a needed goal of 400% increase by 1970, it will require the combined efforts of all available public and private institutions to bridge the gap between where we are—3% of the nation's college enrolment—and where we ought to be—10% of the college enrolment.

Happily, the American people are coming to recognize the value of the potential resources in all men. It is not too much to expect that the American sense of justice and of values will lead to the full capitalization of the potential in the Negro youth that occupy that gap.

Further, these private and church-related institutions shall continue to be needed as bulwarks against the captivity of freedom and truth, as experimenters in education, as demonstrators

² Higher Education for American Democracy, "A Report of the President's Commission on Higher Education," Volume I, Harper & Brothers, New York.

in human relations, as centers where truth and understanding are sought, and as environments in which much of our future

leadership must be trained.

Faced with limitations in endowment, in income from tuition and fees and in current gifts from alumni, churches and individuals, a group of Negro private colleges organized ten years ago a sort of educational chest under the name: The United Negro College Fund, Incorporated.³ A recent publication reports that "over 400 institutions, mostly liberal arts colleges, in 35 states are members of 29 individual state and regional organizations of private colleges... for the purpose of soliciting corporate gifts on a basis resembling the community-chest approach."

As far as we have been able to ascertain, The United Negro College Fund made the *first* such organized approach to corporations, foundations and individuals in 1944. In ten years, the total income raised for current purposes is \$11,495,928.33 with another \$13,412,573 raised for capital programs through a five-year effort that has two years to run. Thirty-one institutions, serving 23,000 students, are benefiting from these funds.

The response of the American public to the appeal of the UNCF is, to my mind, a good omen for the future support of all private colleges and universities. The public has responded over a period of ten years by gradually increasing amounts. We believe this is due to a growing awareness of the common values to be had from developing potential. A major problem of the institutions of the liberal education group is to heighten that awareness of values.

Even those who look askance but honestly at the organization and charge that it is a device for perpetuating segregation, are sounding a note of concern about the "undemocratic treatment of any minority group through mandatory segregation in a Christian and democratic nation." However, let it be said that these institutions have never believed that compulsory segregation is in keeping with the Great Liberal Tradition. Rather,

³ Dr. F. D. Patterson, founder and president of the UNCF, described its work in a paper read before this Association in its 39th Annual Meeting in Los Angeles. See *Bulletin*, March, 1953 p. 62.

4 College and University Bulletin, The Association of Higher Education of the N.E.A., November 15, 1953. they are attempting to get for Negro youth the maximum educational advantages under the arrangement now possible.

These institutions were born in a period of crisis. They, out of their experiences, should be resourceful in the present crisis.

The organization is now actively exploring other areas of cooperation, in addition to fund raising. The theory is that financing liberal education can be strengthened both by the increase in the number of donors' dollars obtained and through the most economical spending of them. We are seeking to discover how the donor's dollar can purchase more by working together in some areas of common interest. Eliminating duplication in some fields, exchanges of costly facilities and personnel and cooperative purchasing are suggestive. Indeed, the 31 member institutions of the UNCF are finding the educational chest plan of fund raising rewarding.

I wish to conclude with a statement from Mr. Harvey S. Firestone, Jr. on the UNCF colleges:⁵

"By philosophy, these institutions have much to contribute to the preparation for careers of service by their graduates.

By location, they are best fitted to serve where need is greatest.

By the quality of their work, they measure up to other educational institutions.

By the achievements of their past, they hold great promise for the future, as good colleges for all qualified students, regardless of race, creed or color.

Their greatest hope and greatest need is the continued interest and support of the American public."

⁵ Address by Harvey S. Firestone, Jr., Convocation, The United Negro College Fund, Chicago, Illinois, October 5, 1953.

FINANCING LIBERAL EDUCATION (MUNICIPAL)

NORMAN P. AUBURN
PRESIDENT, UNIVERSITY OF AKRON

THE setting is the spacious, tastefully-furnished office of the president of a medium-sized manufacturing company whose products are marketed nationwide. He is the scion of a distinguished family, an eastern college graduate and a trustee of his Alma Mater. He has graciously granted me an appointment, even though he anticipated that I am going to ask him for money for my University. But I have fooled him; I am not seeking his own or his corporation's money, except indirectly. I am calling on him to ask that he urge his trade association to grant an annual sum for the support of a project which my University is sponsoring for his industry.

Following a fifteen-minute conversation in which I outline the needs of this project, he agrees to give it the support I requested. Then as I am about to leave, he asks a question:

"Just a minute, Mr. President, I should like to chat with you on another subject. How are things going at the University?"

I know that this is a leading question, so I open up by telling him that, inasmuch as the city has increased our tax support and the local corporations have given generously to a new building project and enrolment has taken an upward turn, things in general appear to be moving along rather well. But I emphasize that although we have increased faculty salaries we must find more money for additional adjustments. I point out that the competition from industry and government for the better members of our staff is very keen.

Now he has the chance to put across the point that he has been thinking about. Here it comes:

"Why don't you hold your enrolment to its present figures and use the additional tax money you have just acquired for faculty salary increases? You have upper limits on your tax rates, don't you. You won't get any more tax money if you take more students, will you? Isn't each additional student an added financial drain rather than an asset?"

Here is my opportunity to assure him that we did allocate most of the new tax receipts for faculty salaries and that we are

not ambitious numberwise at our municipal University. However, as a tax-supported institution, we do have an obligation to the community to make our facilities available to those high school graduates who are intellectually qualified to profit from our offerings. Moreover, like most other institutions, we have been suffering from the effects of the low birth rate of the depression. It is important, therefore, that our student body should increase slowly and gradually. With the exodus of the G.I.s we did not reduce our faculty proportionately and we can absorb some additional students without adding to the teaching staff. That is particularly true in two of our professional schools.

"Well," he says, "so long as you keep your enrolment within bounds and remember that the quality of the faculty makes or breaks your institution, I am for you. You know, I'm on the Board of my Alma Mater and I am seriously disturbed about the salaries our teachers draw. We've got some great fellows down there, and they did an amazing job on me when I was a student. They didn't have too much to work with, but they drummed enough knowledge and sense into me to enable me to run this business moderately well. I'm aghast when I hear the President say what we're paying those fellows. Why, they're living in genteel poverty; while we who have profited from their teaching are enjoying the bounties of life which they also deserve.

"Prexy told us at the last Board meeting that something more had to be done about faculty salaries. He assured us we have outstanding men on our staff who are staying with us merely out of loyalty to the school and who could get higher-paying jobs elsewhere. He asked whether we thought the alumni would be willing to increase their annual giving about two fifths a year. If they could do that, he thought maybe we could eke out a 54% increase for the faculty.

"'Five and a half per cent!' I (my friend) exclaimed, 'why that's peanuts! We ought to double their salaries. Why are we going around asking for millions for buildings and equipment and scholarships when we ought to be devoting our attention to faculty welfare?'

"Prexy's answer was that it was very difficult to interest corporations and individuals in any giving for other than capital improvement. They want to see what their money buys in tangible things. They don't want to commit themselves to annual giving which goes into operating funds."

(What I have related up to this point is an old story for all of you in this room. But now get prepared for a surprise ending.)

My friend, the corporation president, said he replied to his Alma Mater's chief executive by asserting that the universities and colleges must change their approaches and must seek annual gifts exclusively for faculty compensation. Then he looked directly at me and said, "You college presidents have to be more militant in your demands for more money. You have to go after it aggressively." (As if we haven't!)

Since he was addressing me now, and not talking about his Alma Mater's President, I ventured to ask his opinion of a tentative plan for modest annual giving on the part of local companies to be used for current operating expenses of the municipal university. I asked him whether his corporation would go along on a proposal of this kind despite the fact that its annual contribution to the University through city taxes was considerable and that it had given generously to our capital gifts campaign. His reply was, "Of course we will do our share, provided the money goes for faculty salaries. You presidents ought to be righteously indignant at what society is asking the teachers to accept these days. You ought to beat us fellows over the head till you get the money you need to run your institutions properly."

Is my friend's proposal a partial solution to financing liberal education in the municipal and urban colleges? Before answering that question we shall have to examine the kinds and types of such institutions, at least with respect to their source of support. Some are independent colleges located in urban areas. Some are church-related. Some are tax-supported by the municipalities.

Inasmuch as others on this panel are talking about the financial problems of independent colleges, I shall limit my consideration to those municipal colleges which receive some type of tax support.

To those of you who have no measure of public support, who must exist on student fees and earnings on endowments plus current gifts, we who administer tax-supported institutions must seem to be in an enviable position financialwise. Let me, therefore, speak out for the municipal college presidents. It is no bed of roses for most of us. Except for those few who receive nearly all of their income from taxes, most of us find ourselves in neither a fish nor a fowl category. Our tax support covers only a portion of our costs, perhaps only 25 to 50 per cent of it. The state laws under which some of us operate forbid us from charging tuition for residents of our municipalities. (Some of us do charge modest maintenance fees, but they don't begin to equal the normal tuition of an independent school.) We have to pass the hat just as you do to bridge the gap between what we receive from taxes, fees and earnings on limited endowments, and our soaring costs of operation.

In a sense, our situation is very similar to yours. The tax dollars we get are about the same order of magnitude as the earnings many of you receive from your endowment funds; our endowment funds are a negligible or small item; our tuition income limited. So don't be too envious of our positions!

Then, too, we have certain disadvantages. I mentioned one—the legal restrictions on assessing tuition to residents. Like the state universities, we can, of course, charge tuition for non-residents; but also, like the state universities, our primary obligation is to provide for the educational needs of our immediate communities.

A second problem we encounter is that of being able to convince corporation executives, unlike the one I mentioned, that they should contribute funds for the operation of a tax-supported institution. Their normal reaction is that their corporations are already contributing a great deal to us through city taxes; and that is true. They are receptive, on occasion, to requests for capital improvement.

A third difficulty is that of convincing the potential non-corporate donors in the community that the institution needs contributions. The assumption is that, since it is a public-supported institution, all of its operating needs are cared for out of tax funds. We must constantly reiterate that, grateful as we are for the tax support, it does not begin to meet all of our needs.

A fourth disadvantage is that of developing school spirit in a

so-called streetcar or subway college. School spirit is virtually a prerequisite for alumni loyalty; contributions to one's Alma Mater are usually in proportion to the degree of gratitude to the institution for a happy, profitable and instructive student life.

There probably is no substitute for dormitory life in the development of loyalty to one's Alma Mater. Most municipal colleges have few if any dormitory students. Most of their students live at home and for them going to college is quite similar to their high school experience. Moreover, many attend their municipal college because they lack the financial wherewithal to go elsewhere; they frequently start to college with a singular lack of enthusiasm and even with some resentment. Our student morale problem is therefore more difficult than yours.

Now let us look at some of our advantages. First of all, what about those young people who could not afford to go to college elsewhere? The municipal college affords them a high-quality, low-cost education that they might otherwise be denied. Secondly, it enables them to continue their identity with the community in which most of them will continue to reside following graduation, maintaining and developing the friendships and associations which will stand them in good stead throughout their adult life.

Thirdly, part-time employment opportunities are excellent—employment which furnishes the training and the experience which will be helpful upon graduation, and employment which provides the pocket money so necessary for those who must support themselves in whole or in part.

A good labor market, however, is not always the boon it might seem. Too many college students, the records show, are engaged in part-time employment just to improve their standard of living; the time they spend on the job seriously interferes with their learning process. Too many young people today think it is a mark of weakness if they don't earn part or all of their way through college, whether or not their family's economic status makes it necessary.

Financing liberal education in the municipal colleges? Like all of the rest of you, we must keep everlastingly at all types of fund raising. Those of us who are tax-supported must be alert to ways of increasing the amount of the tax dollar we can get for higher education, keeping in mind that our primary objective

should be that of raising the living standards of our faculties. We all know that a capable faculty is sine qua non for a first-rate college.

Like you, we must also be alert to the possibility of increasing the amount we receive from tuition and fees. Many of us are too cautious to push our fees upward; by our timidity we may be doing our faculties a disservice. We maintain that we must equalize educational opportunity and that if we raise fees we may deny an education to those intelligent young people in the lower income bracket. During this period of high employment with its opportunities for well-paid, part-time work in our municipalities, I question whether we must keep tuition and fees at their current levels. Everything else we purchase these days has gone up, usually in line with the rising cost of living; in the main, the fees we charge are still somewhat below the general price level. How can we justify such a policy when most of us have loan funds going begging? How can we justify not increasing our fees when our faculties are underpaid? Do we fear we shall price ourselves out of business? The upward turn in enrolment ought to help answer that question.

Thirdly, we have to be aggressive for gifts and grants. Those of us who are tax-supported apparently are not eligible for membership in the state organizations of independent colleges who seek their funds collectively. We have to paddle our own canoes. We have a more limited market in which to operate than most of you and, therefore, we can cultivate it more intensely.

Parenthetically, let me say that I realize that some of my colleagues are haunted by the fear of what might happen in the event of a serious business recession should colleges reach a point where they depend to an appreciable extent on industry for current operating funds. Admitting that there may be cause for such concern, I believe we should not let it deter us from seeking annual corporate contributions. We must not forget that corporations are giving considerably less than the five per cent deductible limit.* What we seek dollarwise is a very small sum, relatively speaking. Moreover, we know that industry gifts for

^{*} In 1952 tax-exempt giving by corporations for general welfare purposes was less than \$300,000,000—less than ‡ of one per cent of their taxable income. Of this amount only about ‡ was for educational purposes.

charitable purposes—for the Community Funds, Red Cross, etc.
—were continued even though on a somewhat restricted basis,

during the great depression.

Another possibility, of course, is alumni giving. Even though we cannot hope to develop the great loyalty for our institutions that those of you can who offer dormitory life, nevertheless we must be enterprising in promoting alumni giving. We may never get the high proportion of givers numberwise or dollarwise that many of the independent schools do. But every bit that we can obtain will be worth-while; and we must never lose sight of the old adage that a person's interest follows his pocketbook. As we encourage alumni giving, we are at the same time cultivating those who can vote for increased tax support because a large portion of our graduates live in their university's taxing districts. The development of alumni giving thus serves a double purpose in many municipal colleges.

A note of caution: As we appeal for more funds for liberal education, regardless of the source of those funds—tax, corporate or individual gifts or student fees—we must be able to give assurance that our house is in good order. Now query: Are we really on firm ground? Are we operating our educa-

tional institutions as efficiently as possible?

It is apparent to us, but it is not apparent to our public, that higher education by its very nature cannot be held to the same kind of operating efficiency we expect of industrial plants. We must patiently remind our adherents that the work of the faculty extends over and beyond actual classroom instruction; that class preparation takes considerable time; and that every professor worth his salt should be engaged in some scholarly pursuits which not only add to his own competence, but may also help to extend the frontiers of knowledge in his specialty. We must constantly emphasize that we deal with persons and not with things; that our students require individual attention.

But here again we may be challenged. My friend, the corporation president, countered when I made this statement by pointing out that the service industries are devising ways of becoming more productive per man. All of us are receiving less individual personal service than was available in our youth or our parents' time, he asserted. Despite the fact, for example, that the doctor and dentist are handling more patients, our

medical and dental care is better today than ever before. Both have made themselves more efficient by delegating more work to their laboratory technicians and their nurses and by using more labor-saving devices. Can't we do similarly? he asked.

My friend was not impressed or satisfied by my assurance that teaching is different. Why must it be different? Why can't teachers be more productive—handle more students? Why can't they be equipped with more and better labor-saving devices—instructional aids? Why can't they be given more student and graduate assistants?

No, my friend was not advocating a speed-up. He sincerely is interested in the welfare of college teachers. He wants to see them be well paid for their demanding and exacting duties. But he can't forget that compensation in his industry has gone up primarily because of increased productivity per man-hour of work.

"High productivity is approved and applauded by all segments of society—labor, management and the public," he explained. "Our high standard of living is dependent upon increasing productivity. If our people are to enjoy constantly improving living standards, we must devise ways to increase the output per man-hour. Remember, nearly all of the increase goes to the worker in wages, some to the consumer in lower prices."

Perhaps I should tell you my friend's name, so you could send a committee to wait on him and set him straight. I tried to, but I must admit he made a deep impression on me. Certainly, our instructional process is different from his manufacturing operation, but can we hold out against the trend of our times in the service industries? We must insist on quality and high standards, to be sure, but does quality teaching necessarily require small classes? Would a halt in the proliferation of courses lower standards? Have we supplied our professors with all the audio and visual aids they need? Can we find a way to improve the educational system so that the student takes on more of the learning process without requiring so much of the instructor's time? Have we done everything possible to enable the individual teacher to instruct a larger number of students without imposing on him more teaching hours, more preparation or requiring him to work any harder than he is now? In short, are we operating our educational institutions as efficiently as we know how?

Let us not forget one of the conclusions of the Commission on Financing Higher Education: "Colleges and universities themselves have a heavy obligation to eliminate from their curricula that which is superficial, unessential and pretentious. They need to explore, and if possible discover, opportunities for reducing costs, especially through cooperative effort and by as many

other appropriate means as possible."

I close with this plea: We are all in this business of fund raising together, regardless of the type of institutions we represent-independent, church-sponsored or tax-supported. There is great strength in our vigorous support of each other. must be no divisiveness among us in our search for funds. Competition? Yes. Competition is healthy. But divisiveness? No. Each type of college and university is essential for a well-balanced educational system. Each type is deserving of private support, some more, some less. Those of us who derive part of our support from taxation can be helpful to those of you who receive no direct public funds. (It must not be overlooked that all institutions receive a measure of public support; private and independent colleges benefit from exemption from taxation.) I can point to concrete examples of how I have aided the Ohio College Foundation in my talks with the corporations in my home community. You in the independent schools can reciprocate, if you will, realizing that our financial problem is not greatly different from yours, and that the quality of education is not determined by the source of funds. America needs desperately the fine independent colleges and universities of this country. Likewise, it needs its public-supported institutions which will probably be called upon to take a large proportion of the increased college enrolment of the future. Many of these public institutions, particularly the municipal schools, receive only a limited amount of their support from taxation. They must be aggressive in their requests for private funds and they must, perforce, cultivace their home markets intensely.

It is trite to say it, but perhaps it bears repeating here in union there is strength. We shall all make better progress in this drive for increased support of liberal education if we are aware of each other's problems and if we give each other a boost as we go about our task of urging private investment in higher

education.

FINANCING LIBERAL EDUCATION (INDEPENDENT UNIVERSITIES)

T. R. MCCONNELL
PRESIDENT, UNIVERSITY OF BUFFALO

WHY I was asked to discuss the financing of private universities, I do not know. If it was because the one with which I am connected needs financing, I can speak with authority. If accomplishment was the criterion, I certainly am not well qualified.

I need not take time to state the financial problems that confront the independent university. Most of you are well aware of them, and their nature and magnitude have been explicitly set forth in the report of the Commission on Financing Higher Edution. As a matter af fact, the statement of the problem takes about 88 per cent of the Commission's staff report, and only 12 per cent is given to a discussion of "The Possibilities for Future Financing" and "The Task Ahead." Anyone who expected a miraculous solution to the financial crisis in higher education was disappointed, and, of course, necessarily disappointed by the Commission's report. There is, unfortunately, no magical solution to the problem. It would have been helpful to all of us, however, if the Commission had prepared a manual for financial promotion based on the fruitful experience of many institutions and individuals. If there is no miraculous way out of our difficulties, there surely must be systematic principles and practices which have attended successful financing in many colleges and universities. Whatever successful "know-how" there is should be more widely disseminated. In the meantime, the Commission's reports contain some useful clues for practice.

Although it stressed the importance of reducing educational costs wherever possible without sacrificing quality, the Commission was not very sanguine about saving much. After struggling for many years to cut unnecessary educational expenditures, I am not very hopeful either. But I think we are rapidly approaching a period so critical that we may be forced to sensible economies. Some of the necessary measures are fairly obvious.

¹ Millett, J. D., Financing Higher Education in the United States. Columbia University Press, New York. 1952.

In the first place, we can no longer justify low space utilization, even if classes have to be distributed more evenly throughout the day in order to use classrooms and laboratories more efficiently. I sympathize with the faculty member's desire to save blocks of time for study, research and writing, but I know of no good reason why they have to be saved in the afternoon rather than the morning, or on Saturday rather than Monday. When I came to the University of Buffalo, I found preliminary drawings for a million-dollar downtown building for late-afternoon and evening classes. It was apparent that the University could not justify this expenditure for a building most of which would be unused a large part of the day, especially when studies showed that little or no loss in enrolment would be suffered if evening classes were moved to the main campus. The plan to construct the building was abandoned, and the classes were moved. The very heavy classroom utilization at the University of Buffalo-probably one of the heaviest in the country-undoubtedly entails fairly high maintenance costs, but the total overhead is much less than it would be with a more luxurious plant. We are crowded, but I am inclined to think that in the future it would be prudent for most institutions to be a little crowded rather than generously supplied with space.

There is no doubt about the fact, however, that if the independent universities are to care for some reasonable share of the great increase in students anticipated over the next 15 years. they will have to expand their physical facilities. I shall take time to make only two suggestions concerning this additional plant. First, in the less wealthy institutions, at least, buildings will have to be less expensive in architectural design and method of construction. High building costs have in fact already forced this trend on most of us, without necessary sacrifice, to my mind. of either beauty or usefulness. To take an example at hand, the new Medical-Dental building at the University of Buffalo is unplastered except in the two large auditoriums, the library and the lobbies. Classrooms, offices, laboratories and corridors have poured-concrete ceilings and cello-crete block walls. Nevertheless, the over-all effect is warm and functional. Both laboratory and classroom buildings can be secured—and satisfactorily, I am sure-at a considerable saving over conventional methods of design and construction.

The second suggestion is that new structures should be designed and built for flexible space utilization. It should be possible to add, subtract or move partitions easily and inexpensively to assure the most efficient utilization of classroom, office and laboratory facilities. This kind of planning, too, is rapidly coming into use. These and other changes in our building habits will provide more for the construction dollar.

In the educational program itself substantial economies can be made. The proliferation of courses in our large institutions has become a chronic disease. It is perennially denounced without any apparent effect, unless it is to accelerate the process. Courses are added but seldom dropped. I have what I suspect is an unusual distinction. I once recommended that one of the courses I taught should be eliminated, and none substituted in its place. During my first year in the College of Education at the University of Minnesota I was assigned to teach a course in child development. Although not my field, I enjoyed teaching it. But I discovered that courses in child development were given much more competently in the Institute of Child Welfare. It seemed both unnecessary and educationally unsound to continue to offer the course in Education. When watering down offerings is attacked, the department or college of education is usually made the whipping boy. But a long tour of duty as a liberal arts dean in a large university revealed that education has plenty of company, particularly in the social sciences and the humani-Interestingly enough, the department of physics, in which vast new developments have occurred in recent years, offers, in many universities, a relatively modest list of courses. If this can be done in physics, surely it can be managed in other disciplines.

The plethora of courses is symptomatic of a basic educational illness. It is usually coupled with excessive and too-early specialization, not only in a basic discipline, but often in fragments of a discipline On the surface, university education in Great Britain, especially in the honors schools, is much more specialized than in this country. But, paradoxically, British specialization is much broader than ours. The specialist in botany, let us say, in the English university is likely to have had a much more general and fundamental training in the field as a background for his particular botanical specialty than his counter-

part in the American university. With the proper kind of foundation, numerous courses in a narrow phase of a subject should be unnecessary; the scholar should have sufficient command of the basic content and methodology in his field to take responsi-

bility for his own specialization.

Teachers in British universities almost always criticize our practice of allowing—often encouraging—graduate students to spend a great part of their time taking formal courses. They are also critical of their practice, as they expressed it, of admitting a graduate student and then promptly forgetting him. Until recently, they have not even offered many graduate seminars. Some middle ground between the excessive spoon feeding of the American graduate student and the almost complete lack of course or seminar work in the English universities would, many think, be better than either extreme. Elsewhere, commenting on the much greater emphasis on independent work even among undergraduates in Great Britain, I insisted that "particularly for gifted students, we should reduce at all levels, and sharply at upper levels, the amount of time spent in class and increase the amount spent in independent work."

Many of our complex universities engage in another costly, unnecessary and educationally unsound curricular practice. This is the offering of essentially the same courses in several divisions of an institution. One may find a course in personality development in the college of education, the department of psychology, the school of social work and even the department of pediatrics. This duplication is defended on the ground that the subject matter is related to particular professional activities in a way that would not be possible in a general course, thus making the material more meaningful and more likely of application. If it is argued that the implications and applications of a general knowledge of personality development can be explored in the professional courses where they are relevant, the reply usually is that there are so many students who need the course that multiple sections will be necessary anyhow, and therefore each division might as well offer its own. But the assumption that multiple sections rather than a large class will be necessary should itself be subject to evaluation.

Most universities simply are not able to afford the questionable luxury of course duplication or of departmental duplication, such as having departments of physiology in both the medical school and the college of liberal arts. We need to have university departments in such fields as physiology and biochemistry, or at any rate a department located in one division should serve other divisions. This requires, of course, that the department, wherever it is located, be programmed and staffed for broad responsibilities. I remember that some years ago there was within a short time an almost complete staff turnover in a medical school bacteriology department which served the entire university. The new staff turned the departmental offering much more directly toward medical bacteriology. The chairman of the zoology department then notified the dean of the liberal arts college that general training in bacteriology was no longer available and therefore that one or more new positions would have to be created in the department of zoology, or a new department of bacteriology established in the college.

A university of modest resources will have to be, in the educational sense, a highly integrated institution. This will require systematic cooperative planning and strong central administrative leadership. In not a few instances, also, it will require a different attitude on the part of accrediting agencies, which are wont to press the claims of a particular professional school or department against the needs of the whole.

Another fallacious educational doctrine that leads to course proliferation is the notion that students need to be trained to do all the things that they will have to do in an occupation or profession. This situation calls for a revival of emphasis on general principles rather than on training devoted to the acquisition of specific skills and techniques. There are significant signs of this reorientation in such fields as law, medicine, education and social work, though in many instances progress to date has been slight. But we should do everything possible to hasten the movement.

In an effort to put our institutions on a financially efficient basis, we should review tuition charges and policies governing scholarships and grants-in-aid. Both public and private institutions have been increasing their tuition charges, in some instances substantially. But before taking too unhappy a view of this increase, we should remember that many more people are now able to defray all or part of the cost of sending their children to

college than could do so twenty or even ten years ago. In some instances, at least, tuition increases have not kept pace with increases in the cost of living. Today tuition in all divisions of the University of Buffalo except dentistry and medicine is \$550. If it had been tied to increases in the cost of living since 1939, it would now be \$835. I am told that some private colleges and universities have raised their tuition too fast and too much, and have lost students to lower cost private or public institutions. But these are particular situations, and should not obscure a general justification of tuition increases, although some institutions may already have reached a practical limit.

It is especially important for colleges and universities to review their practices in giving scholarships and grants-in-aid. Too frequently scholarships are used to recruit students rather than to help those who need financial aid. We usually associate subsidization with athletics, but the competition for intellectually superior students, debaters or musicians is equally keen. But by bidding for these wanted students with scholarships or other awards, we often actually restrict rather than extend educational opportunity by using funds which should be granted to students in financial need. One group of colleges and universities may limit competition among themselves by exchanging information on awards, but this does not eliminate competitive bidding between institutions in the group and those outside it. I predict that careful studies will show that many students now secure scholarships who do not really need them, or receive higher amounts of aid than necessary.

High school counselors often contribute to the misuse of scholarship funds by urging outstanding students to apply regardless of need and by taking pride in announcing the number of their students who receive awards. So widespread is this attitude that many parents seem to believe that if their children earn high marks, they should as a matter of course apply for scholarships regardless of the family's financial condition. Thus we have come to confuse honors with awards, the primary purpose of which should be to enable young people to go to college who otherwise would find it impossible to do so. We should work out a system of academic honors, and reserve our scholarship and other aid funds for those who have to have them. We

should not forget that only about two out of five high school graduates who are in the highest 25 per cent of their age group in intellectual ability, now go on to college. We have the responsibility of extending our aid funds as widely as possible among young people of high ability.

It is significant that the Harvard Business School no longer gives scholarships. It has substituted a system of loans and what are called "advances-in-aid," which the recipients repay over a period of five years after graduation with interest at the rate of four-and-one-half per cent. The repayments, and no doubt the gifts of those who have been helped, will create a revolving fund which will assure necessary assistance to successive generations of students. Thirty per cent of the School's 1150 students are being aided under the system. Dean Donald D. David reported to the alumni recently that "Not one student had to give up his ambition to study at the Harvard Business School because of lack of funds."

This program might well be widely applied to advanced undergraduate, graduate and professional education. The medical student seldom pays more than one fourth or one third of the cost of his education. In most private universities, transfers from other university funds are necessary to cover the deficits of the medical schools. In this sense, students in other fields help to subsidize future physicians. Yet the medical profession has a high average income, and most doctors could repay over a period of years during active practice at least the difference between what their medical education cost them and what it cost the university. Some such program will have to be developed if we are to continue to finance medical education from private funds.

The Commission on Financing Higher Education concluded that the amount saved by various institutional economies would not go far in covering deficits or supplying funds for essential improvements or extensions of the educational program. I think the Commission was a little too pessimistic, but it was probably essentially correct. If savings of any consequence are possible, however, they should be made.

Now I discover that, like the Commission, I have saved very little time for a discussion of how to secure additional financial

support. In the short time that remains, I should like to comment on certain sources of funds for independent institutions.

My first point is that we spend too much time lamenting the declining number of individuals who are capable of giving large sums for capital purposes. Mr. A. C. Marts, in an article in this Association's Bulletin several years ago, after appraising our success in fund raising, stated that "The first massive public relations error was in continuously announcing to all who would listen that 'the day of large financial gifts to higher education was over'." There are undoubtedly fewer of them than a generation ago, but there are still numerous people who can afford to make large gifts if we can interest them in doing so. Although high income taxes have taken a terrific toll of individual wealth, the number of persons who had incomes of \$25,000 to over \$1,000,000 increased from 82,753 in an average year during the period 1922-29, to 254,681 in 1948. Their total annual contributions to philanthropy in the earlier period averaged \$163,601,-000. In 1948 they amounted to \$394,493,000. The ratio of their contributions to their incomes increased from .025 to .031 per cent.² A recent analysis showed that of the \$4,000,000,000 that the American people contributed to charity in 1950, \$2,784,000,-000, or 71 per cent, came from individuals with incomes of less than \$25,000. About 15 per cent came from those with gross incomes in excess of \$25,000.3 We must continue persistent efforts to interest individuals who can give great sums as gifts or bequests, but we must also broaden the base of support through individual contributions. Many people, after providing for their families, could leave at least modest bequests to colleges and universities. And a steady flow of these bequests could, as time goes on, add large sums to capital funds or operating budgets. Of course, it takes a larger fund-raising organization and a more aggressive and systematic program to secure funds from a larger number of people, but in the long run, the broader base will probably give added strength to our institutions.

² Marts, A. C., "Gifts by Larger Tax Payers Show Increases." In Financing Philanthropy. Marts and Lundy, Inc., N. Y., Vol. 26, No. 2. Jan. 1952.

³ Bleicken, G. D., "Corporate Contributions to Charities: The Modern Rule." American Bar Association Journal, 38: 999-1002; 1059. December, 1952.

An attitude of defeatism toward individual giving will prove disastrous to the support of independent colleges and universities. It seems easier at the moment to pin our hopes on corporation support, but we should accept the fact that if the present rate of corporation giving were doubled, we should still have to depend to a very great degree on numerous personal contributions, and we will make a serious blunder if we lessen our efforts to cultivate these givers.

No development office staff can be large enough to interest and solicit this large number of potential contributors. The office can provide necessary information about the institution's activities, needs and responsibilities. It can stimulate, coordinate and guide the large voluntary fund-raising staff that will be essential, not only during intensive capital fund drives, but for the regular, year-in-year-out struggle for operating income. The first line of these troops should be members of the board of trustees. Trustees perform many useful and necessary functions, but it should not be forgotten that one of their primary tasks is to secure funds, especially from potentially large givers, either individuals or corporations. There are too many trustees who are neither contributors nor workers in the vineyards.

One of the best programs for enlisting and guiding the assistance of volunteer workers, mainly among alumni, but also among friends of the institution, is the one conducted by Yale University. By keeping this widely dispersed "staff" constantly informed; by giving them guidance on solicitation, not only for the remarkably successful annual alumni fund, but for special gifts and bequests; and by standing ready to aid or act at University headquarters, Yale has organized a successful program from which we can all learn advantageously.

While annual alumni giving has increased greatly in recent years, the unrealized potential is still large. Not many institutions, for example, have inaugurated a successful insurance plan of the sort that has steadily brought Princeton large amounts when its graduating classes reached their twenty-fifth anniversaries. Too few of us have impressed on students while in college their future responsibility to assure to others the privileges and opportunities they have enjoyed. Undergraduate indoctrination is one of the keys to regular and substantial alumni giving.

We come now to corporation support. In presenting their case for funds from this source, independent institutions identify themselves with the maintenance of the private enterprise system. As President Griswold of Yale has said:

If we believe that a society in which authority is diffused and individual enterprise flourishes is preferable to one that is centralized and regimented on the totalitarian pattern; if we believe that within the society of our choice there are certain dominions of the human soul and the human mind in which the state trespasses at everyone's including its own, ultimate peril; if we believe in these fundamental articles of American democracy, then I think the welfare of Yale as a private institution of higher learning requires no special pleading; and I venture the opinion that our friends in the public institutions are as solicitous of this welfare as our own alumni.

There is considerable sensitiveness on the part of representatives of public institutions over any implication that independent colleges and universities are committed to the private enterprise system and that public ones are not. I do not think that the latter has been implied. In any event, it is not the point. The significant point is that a large area of voluntary effort must be preserved in a democratic society and in a free enterprise system. If the independent institutions should surrender their autonomy, if they should abdicate their educational leadership or lose their intellectual freedom, or if they should succumb to a virtual government monopoly in higher education, the very character of our society would be fundamentally and dangerously altered.

The Commission on Financing Higher Education has performed a great service in showing how freedom is dependent on diversity. This diversity is apparent in types of higher institutions, in their organizational and administrative structure, in their purposes and curricula and in the character of their student bodies. Even more significantly, perhaps, higher education is diversified in the sources of its support and the nature of its control. The apprehensions and potential dangers that arise when all educational institutions become dependent upon the state for most of their support are apparent in the transformation that has occurred in the British universities.

Our tradition of freedom in the search for truth, like our heritage of political freedom, stems from England. Harvard College was the spiritual and lineal descendant of Cambridge University. The history of the two old English universities, Oxford and Cambridge, reaches back to the 13th century. Although during their long history they suffered periods of intellectual decline, and although they were sometimes subjected to interference from various sources, including church and state, they acquired through the centuries a tradition of independence and autonomy which they consider their greatest heritage, and which is in fact their most precious legacy to the other universities of Great Britain and to those in the United States, even in our time. Oxford and Cambridge, as you know, are essentially federations, composed of relatively autonomous colleges. These colleges have considerable endowments, some of which are centuries old. Financially they depend on the income from these trusts and from student fees.

As the years have passed, however, the central university in each case has attained greater importance. In both Oxford and Cambridge, the University as such has taken on a great variety of educational and research functions which the colleges were financially unable to assume and which could be conducted more efficiently as a unified university enterprise. For example, great teaching and research institutes, libraries and scientific laboratories have been established at both Oxford and Cambridge as arms of the universities proper rather than of the constituent colleges.

In the beginning, the central university was financed, for the most part, by levies on the individual colleges. But about three decades ago college contributions dropped to the point where they were insufficient to support the central organization, and the state began to make financial grants to Oxford and Cambridge. Between the two world wars, the state grants amounted to about one third the revenue of the two old universities. Today the proportion has reached approximately two thirds of their income. State subsidies have been extended to the other universities of England in about the same degree. The simple fact then is that today in England there is no university which secures even half its financial revenue from private sources.

In this sense it is possible to say that no private universities remain in that country.

At a conference of universities of the British Commonwealth that I attended five years ago, speakers expressed great apprehension over the possibility that political control might ultimately follow state support of the universities. Perhaps because the tradition of educational freedom is strong in England and in the rest of the United Kingdom, there apparently has been as yet no overt political intervention in their universities under either the Labor or Conservative governments.

But the threat of political intervention remains and it is very clear that in fact the universities are not as independent as they once were. President Dodds of Princeton, after studying the situation in England very recently, concluded that "the universities are not free in the sense of the self-determination they enjoyed 25 years ago. True, they have not been 'nationalized' after the pattern of the railways and steel industry. Yet they are being nationalized in the sense that they must now operate within the frame of reference of national planning; and the ultimate sanctions which implement this planning are political -political in the high meaning of the word and not, as yet at least, in the sense of partisan politics. Hereafter the state will be the chief provider; no longer can significant importance be attributed to private benefactions. No university will attempt to break loose from the national pattern and from the conditions imposed by the knowledge that 60 per cent of its current funds come from the government and that the proportion is bound to increase . . . they have been taken out of the 'state of nature' of private or individual self-determination."4

While most British university people probably would say that the freedom of their institutions has not yet been seriously invaded, they remain uneasy about the future, and President Dodds has reported that "many whom I interviewed do recognize that a new master is emerging, if only as one phase of the process of expanding state control which is bringing more and more aspects of private enterprise under government supervision."

⁴ Dodds, H. W., Hacker, L. M., and Rogers, L., Government Assistance to Universities in Great Britain. Columbia University Press, N. Y., 1952, p. 94.

I believe that the welfare of our Republic is bound up in the dual system of public and private higher education that exists in America. It would be tragic and dangerous indeed if the independent colleges and universities of this country became dependent, wholly or in large part, upon the state. I am convinced that educational and intellectual freedom, and all our other freedoms—for they are dependent one upon another—will be more secure if beside publicly supported universities there exist strong colleges and universities privately supported and independently controlled.

To maintain the integrity, quality, freedom and influence of this great system of independent institutions is, then, the basis for an appeal for corporation funds. This appeal can be made more explicit by showing that, in the words of The New York Times, ". . . universities are one of the main seedbeds of corporate profits in this country." Chester H. Lang, vice-president of the General Electric Company, in pointing out that his company is the "corporate alumnus of over 500 colleges and universities," has said that, "In industry, we rely on higher education for many things; recruits, usable and practical knowledge, basic scientific research and the stimulation of large areas of consumer demand." He might have added that even more fundamentally, industry relies on minds that are disciplined yet adaptive, inventive and creative, for these are the human ingredients of productive progress; and on men and women who have a deep respect for human personality, individuality and humane and generous living, since these are the elements of the democratic way of life.

We should constantly strive to persuade corporations to recognize the value of the university's general and fundamental services through grants for liberal education, for unrestricted general educational support and for basic research, as well as for projects in which they are specifically and more immediately interested. But for some time to come, industry is likely to support activities whose direct benefit to them can be readily shown. To demonstrate such beenfit should not be too difficult in the case of a university with diverse specialized and professional curricula. Recently, a large corporation publicly stated that it is building a Lang, C. H., "The Key of Liberty." The Key Reporter, 19: 2-3, 1953.

new branch plant near Buffalo because of the availability of university trained personnel. This company has begun generous

financial support to the University.

If an urban university particularly makes a careful survey of teaching, research and service that may be especially beneficial to business, industry and civic agencies, it will itself be surprised to discover how much it offers. If it makes a systematic analysis of the needs of its area, it will uncover other ways in which it can offer valuable service, direct or indirect, that falls within the activities appropriate to a university. Finally, if it creates an agency for effective association between the university and its constituency, it may expect growing financial support. I said earlier that there is nothing miraculous about financing a university. Corporation support will depend on how successfully industry and university recognize and capitalize their interdependence.

To strengthen and develop this relationship in as many appropriate ways as possible, the University of Buffalo recently established a Liaison Office. The purpose of this office is to keep upto-date information concerning relationships between the University and the industrial community (for example, it can tell a corporation how many of its employees are graduates of the University of Buffalo and how many are currently enrolled in the evening division, which offers many means of further general or specialized education for young executives and scientific or technical personnel). It interprets the needs of business and industry to the University staff. It explores ways in which the University can better serve business and industry in the area, for example, by developing new training programs or by conducting contract research. It keeps corporations of all types informed of the University's activities through a monthly News Digest. It conducts institutes and conferences at which corporation representatives may learn of research completed or under way at the University that may be of particular interest to industry. It is hoped that such activities as these will constitute a firm basis for long-range financial support of the University by industry in the Niagara Frontier. One way in which this support is channeled is through an organization of Sponsoring Associates. sociates are offered definite services in return for membership fees, including conferences of many types, information bulletins, special library facilities, placement assistance and access to such agencies as the vocational counseling center, the psychological clinic, the speech clinic and to some of the special programs of the Chronic Disease Research Institute.

Independent institutions can no more rely on the largess of a few great corporations than on the gifts of a few very wealthy individuals. Corporation support too must be mobilized on a broad base, with many modest contributions as well as a goodly number of large ones. Dr. Wilson Compton has reported that in 1952, tax-exempt giving by corporations for all general welfare purposes did not exceed three fourths of one per cent of their taxable income. Smaller corporations gave 1.3 cents of each dollar of net income; medium sized corporations, .8 cent; and large corporations less than .5 cent. He estimated that "If the level of general-welfare giving by the larger and medium-sized corporations were lifted to the proportionate present level of giving even of the small corporations the annual total would be doubled; and that if even one half of that increase were devoted to the support of private colleges and universities, these would then be enabled to occupy the same position in American higher education, in terms of faculty salaries, scholarship aids and service to students that they occupied in 1940." In other words, the balance between higher education supported by voluntary sources and that financed by the government would, for the present at least, be restored.

This does not seem to be an impossible goal. It will be reached, however, only if we are successful in interpreting to individuals and to corporations the stake they have in independent colleges and universities. This stake is no less than a primary investment in a free society. When corporate enterprise strengthens individual opportunity and furthers the individual development of men and women; when it enlarges the area of free choice and voluntary effort; when it underwrites educational freedom because it is the essence of the free society; and when it enables young men and women through the study of the liberal arts to share human experience at its highest and its best—then corporate enterprise will have struck a magnificent blow for freedom.

⁶ Compton, Wilson, Hold It High. Council for Financial Aid to Education, N. Y., 1953,

FINANCING LIBERAL EDUCATION (STATE-SUPPORTED INSTITUTIONS)

J. D. WILLIAMS

CHANCELLOR, UNIVERSITY OF MISSISSIPPI

STATES support higher education to provide four main services: general and liberal education, professional education, research for the advancement of knowledge, and adult education or what is sometimes called continuation study. Liberal education usually leads to a degree of Bachelor of Arts or Bachelor of Science. Specifically, such education refers to studies in the humanities, the natural sciences and the social studies which do not necessarily lead to any particular occupational goal but rather contribute to the making of a well-educated person. Specialization and professional education at the undergraduate level have developed the concept of general education as those studies most often taken in the first years of college which introduce the student to our cultural and scientific heritage and provide the background for whatever professional study he may later undertake.

State-supported institutions of higher education are of several types: the state university, which includes the land-grant college in all but 18 of the 48 states; teachers colleges; general colleges; and in several states general or liberal education colleges for women. Since another participant on this program is to discuss the financing of liberal education in the land-grant college, I am assuming that my responsibility is to discuss primarily the independent or separated university and to a lesser extent the other state-supported colleges exclusive of the land-grant colleges.

There has been a widespread movement in most of the states for the teachers colleges to become general colleges and to drop the word teachers from their name, thus indicating a change in major emphasis and some expansion in their offerings. These former teachers colleges have become regional colleges, providing liberal education instead of an educational program limited to

¹ Pages 7-8, State Public Finance and State Institutions of Higher Education, H. K. Allen in collaboration with Richard G. Axt. A staff study for the Commission on Financing Higher Education, Association of American Universities. Columbia University Press, 1952.

the preparation of teachers. Such a shift of function would have been impossible without the consent of the public served. The fact is that the shift was made because of the demands of the public if the institution was to continue to receive public financial support.

Junior colleges supported by the state are regional general education institutions, also. However, in most of the junior colleges considerable emphasis is placed upon vocational education and courses that contemplate a termination of formal educa-

tion at the end of the two years.

Increased enrolment and increased support by the state for these separate liberal education institutions are strong indications that the public wants and is willing to pay for that specific educational service. The shift in enrolment from the vocational or occupational specializations in the early years of college to liberal education is significant, and there is nothing in the present economic or social situation that indicates any immediate alteration of that trend.

The state university, as distinct from the land-grant college, offers some clear illustrations of increasing rather than decreasing public financial support for liberal education and the reasons for it. These reasons apply to those state universities that are combined with land-grant colleges as well as to those that are independent. In fact, some, though not all, of these reasons are applicable to the land-grant college. State-supported universities had their beginnings in the liberal education tradition. The college of liberal arts or its equivalent is usually the oldest of the academic divisions, and it is usually the largest in enrolment and has the largest faculty. Where the university faculty participate in policy-making, the liberal arts group usually has the largest representation of the academic divisions, including the professional schools.

The complex nature of the modern state university makes the distribution of the income a serious problem. Even so, there are forces that make the allocation of a substantial portion of the income for the support of liberal education a relatively simple matter. While there may be exceptions, the liberal arts college is considered by all divisions of the state university the basic academic unit.

Professional schools such as law, medicine, pharmacy, business, engineering and teacher education, as well as the graduate school, are realizing with increasing emphasis their dependence upon the thorough, sound and liberal education of their students. This is indicated by the trend in the admission requirements of these schools. The professional schools began with an undergraduate four-year program or less. Then was added first one, then two, and three and in some institutions four years of liberal education as an admissions requirement. Medical schools are less insistent than formerly on a tight science, mathematics, language, premedical curriculum, and they are recognizing that leadership in that profession as well as leadership by the profession in society depends on much more than skill in medical science alone, as important as that may be. Some law schools are requiring four years of liberal education for admission. There are those law faculties that frown upon the narrow, selective, course programs that some liberal arts colleges prescribe or recommend as pre-law. The more diversified, the better balanced, the more liberal and the broader program is to be preferred to the program that is overloaded with political science, history, economics or business administration, to the exclusion of almost everything else. Illustrations can be drawn just as well from pharmacy, engineering and teacher education.

It has been my experience that a dynamic force, if not the most dynamic force, outside of the liberal arts college itself in bringing about a slowdown of the overspecialization in liberal education and in encouraging a re-thinking of the purpose and program of liberal education has been the demands of the professional and graduate schools.

Another reason for the strong support of the liberal education program in a state university is that most of the students enter that division as freshmen. It is from that pool of students that the graduate school and the professional schools get their enrolment. The better the reputation of the liberal arts college and the stronger its power to attract students, the larger will be its enrolment and the higher its proportion of good students. Therefore, it follows that the enrolment and the quality of the students in the graduate school and the professional schools are

determined in large part by the liberal arts college of the state university.

A strong graduate school must have its roots in a substantial undergraduate liberal arts program if it is to flourish. Since one of the primary characteristics and functions of a state university is research and since effective research and a sound graduate program are interdependent, it follows that a state university by its very nature must give substantial support to a program of liberal education.

Because the entire faculties of state universities know the advantages of and the necessity for sound liberal education programs and because the public is becoming increasingly aware of the values of liberal education, the future appears bright. Comparisons of student per capita expenditures for instruction, faculty salaries, faculty student ratios, laboratory and classroom space and library acquisitions, all indicate increasing support of the liberal education programs of state universities.

Research programs, many of which are financed by grants and contracts, have made indirect financial contributions to general education in state universities. Frequently, the equipment and facilities acquired in the process of the research become the property of the institution and are made available to the students of the undergraduate program.

In recent years some foundations have made substantial grants to strengthen liberal education in state universities. Most of these required matching funds.

Business and industry are beginning to talk in expansive terms of the values of liberal education, but financial support from that source for liberal education has been meager. However, leaders in industry should be encouraged in their efforts to find a way to support liberal education and at the same time protect the equity of their stockholders, bondholders, employees and the public. So far their support has had to be in those areas that had a direct relation to the interests of the specific business or industry. In this connection it may be pertinent to call attention to the practice of business extolling the advantages of a liberally educated graduate while at the same time passing him over, to employ at most attractive salaries those graduates who have the

highest specialization. This practice is most discouraging to a young person who truly wants to be liberally educated.

Therefore, one may conclude that:

(1) State universities have and will continue to have strong liberal education programs because the demands of the graduate and professional schools will encourage public financial support and will agree to a substantial part of the total university budget going for that purpose.

(2) Research programs bring into the state university added facilities and equipment, much of which is used to improve the

liberal education program.

(3) Foundations are making available substantial grants for liberal education in state universities.

(4) Business and industry are interested in liberal education and indicate that they understand the need for it but have not found ways to provide much support.

FINANCING LIBERAL EDUCATION (LAND-GRANT COLLEGES)

G. D. HUMPHREY

PRESIDENT, UNIVERSITY OF WYOMING

LAST August when my good friend Guy Snavely wrote to ask if I would speak today, January 13 seemed far in the future, and I glibly accepted. Now that January 13 has arrived, however, I feel somewhat like the old mountaineer who was sentenced to hang for murder. After the sentence had been pronounced, the judge asked the prisoner if he had anything to say. "Yes, indeed, I have," he replied. "You didn't mean this incoming Monday when you passed that sentence, did you, Judge?"

Despite the fact that I feel as if the "in-coming Monday" had arrived, I am honored to be asked to speak for the land-grant institutions on the very vital and pressing problem of "Financing Liberal Education."

Briefly in the beginning I should like to review the effects of the land-grant college movement on higher education in America. Its principal effect was to jolt higher education out of the comfortable rut in which it had rested for two centuries. How did it accomplish this jolt? Principally, I think, by establishing a clearer definition of the role of higher education and by enlarging the scope and broadening the base of education.

It was a new and revolutionary idea that the advantages of higher education should be made available to all the people. Prior to the passage of the Morrill Act, very little attention was given to education in the applied sciences—technical and vocational education—but today that type of education has gained wide recognition. And now the performance of broad public services and participation in activities designed to serve both immediate and long-range needs of society are generally accepted as proper and necessary functions of colleges and universities.

Before the passage of the Morrill Act in 1862, the total enrolment in the nation's colleges and universities—from the freshman class through such graduate work as was offered—was about 26,000. Compare that figure with the 1951-52 enrolment of 421,560 in the 69 land-grant institutions alone.

A recent study by the Council of State Governments indicates that, while America's college-age population has increased only about 45% in the past 50 years, resident enrolment in the nation's colleges and universities has increased nearly 925% during the same fifty years.

How has this phenomenal increase in enrolment been financed? Well, we have to admit that a large part of the cost of higher education during the postwar years of overflow enrolments was paid by the Federal Government in the form of veterans' fees.

But the past two years, during which the support from veterans' fees has dropped almost 100%, have made it clear that other means of financing public institutions of higher learning must be found.

A study of income sources for 1951-52 indicates that the major portion of funds for educational and general expenditures in land-grant institutions, 58.9% came from state appropriations. Student fees provided 15.2% of the income; 8.7% came from Federal grants (exclusive of Federal funds for contract research); and 17.2% came from all other funds. Parenthetically I might state here that, contrary to rather general belief, most land-grant institutions receive little, if any, support from their land grants.

Well, what are the prospects for future support of land-grant institutions?

First, let me say that I would not advocate an increase in student fees, although I realize that that is the first thing many taxpayers think of when the need for additional funds for higher education is mentioned. Already most students must spend two dollars of their own for every tax dollar contributed by the state, since the cost of living away from home—board, room, books, etc.—is far more than the cost of instruction.

While I have no particular reluctance about accepting Federal funds, having observed for years the lack of Federal interference in the operation of the agricultural research and extension, and the vocational education programs, I do not feel that we can expect very much additional Federal money in the years ahead. Probably most of you would agree that that is as it should be.

In the past few years there has been an increasing awareness on the part of industry of its responsibility for aiding education. This aid has come mainly in the form of grants for research and for scholarships. While I realize that public-supported institutions should leave support from industry, foundations and individuals principally to private institutions, which must depend largely on donations for their support, I must admit that we aren't in the habit of refusing any offers we receive from those sources!

So we come back to state funds, from which land-grant institutions must expect to secure a major share of their support. I probably do not need to dwell on the fact that securing this support is not as easy as it sounds. In Wyoming—and my conversations with college administrators from other states indicate that the situation is rather general—in Wyoming there has been an alarming trend during the past two or three years toward reduction in state support for education.

Legislators look accusingly at college administrators as they point out the tremendous per capita cost of higher education in 1951-52 as compared with 1938-39. In doing so they fail entirely to take into consideration the inflationary factors involved; they take no notice of the increased offerings and services over that same period or of the larger physical plant which had to be provided to take care of increased enrolments.

Despite predictions by any number of experts that college enrolments will reach an all-time high by 1960, we continue to have legislators tell us emphatically that enrolments will sink to the prewar level and that support can be decreased accordingly.

Beset by taxpayers who loudly demand reduction in taxes, legislators have been easting about for ways to reduce services. The most serious competition for state funds which higher education has is in the field of social welfare—old-age pensions, care of crippled children, public health, etc.—for recipients of those governmental supports represent a much larger block of voting strength than higher education does.

Well, what is the answer? To quote one of my colleagues: "We must recognize that advocates of public support for higher education in the future will have to work harder than ever be-

fore, and develop better arguments, if they are to convince those who spend the tax dollars that they are the champions of one function of government in which everyone has a vital stake."

First of all, I think those of us who are connected with landgrant institutions must learn to make every tax dollar stretch as far as possible. We must improve our methods of instruction and research so as to render maximum service at minimum cost.

Then, we must make a concerted effort to keep constantly before the people the values of higher education. While I think most American parents want the best education for their children and are sold on the idea that a college education is something every American boy and girl should have an opportunity to secure, we cannot take it for granted that they will ask their legislators to make adequate appropriations to provide that opportunity.

We must tell the story of the land-grant college movement over and over—on our own campuses and in every corner of every state. We need to tell again and again why the institutions came into being and why they have proved successful. We need to create in our own faculties, in our legislators and in all our people an enthusiasm for the democratic kind of education which the land-grant institutions represent.

We must destroy the false idea that enrolments are going to drop back to prewar levels and that support can be decreased accordingly.

We need to impress upon our citizens the fact that every dollar spent on research is returned many-fold in benefits to the state and its people.

We need to tell again and again the story of agricultural extension and the invaluable service it has rendered to farmers, ranchers and homemakers.

We need to point out the value and the satisfaction received by thousands of adults who, but for the land-grant colleges, would have no educational program provided for them in their own communities.

During these past few years, I have made so many speeches about the University of Wyoming and its program and services that I would probably be able to work some of the same ideas

into a speech on "Buffalo Bill's Role in Western History." But the story of our institutions and their needs is one which we must keep repeating if we are to secure the support we need.

There are a number of different types of institutions represented here today, but all of us have a common objective: to provide the opportunity for every person to secure an education commensurate with his ability and desire. A united effort, at the national level, to secure support for this objective should result in benefits for all the institutions of higher learning and—most important—for the people themselves.

THE LIBERAL ARTS COLLEGE AND THE PROMISE OF AMERICAN LIFE

WILSON M. COMPTON

PRESIDENT, COUNCIL FOR FINANCIAL AID TO EDUCATION

YOU have invited me to talk with you today about an adventure,—an adventure in partnership between American education and American business, an adventure in faith and works. As a colleague in this adventure I am glad to have an opportunity to share with you my views of some of our common problems, prospects and opportunities. A few weeks ago to an audience of business leaders in the East I was introduced as a "sort of junior partner of the college presidents in the United States." It is in that capacity that I would wish to talk with you for a few minutes this morning.

In this distinguished audience of college presidents I should hardly claim title as an educator. Most of my career has been in industry, not in educataion. I am a graduate of a liberal arts college and a postgraduate of one of our oldest universities, itself once a small Presbyterian college. I grew up in the shadow of a Christian college in the Middle West with which my father was connected over an unbroken span of 62 years. I have been a teacher in an old private college in the Northeast and president of a new state college in the Northwest. So it would seem, if I have not a fair understanding of the problems and opportunities of our colleges and universities, that it is not the fault of environment, for I have had ample exposure.

This Association of American Colleges is one of the most eminent groups in America today. I am speaking not so much of the eminence of experienced administrators, nor of the influence of higher learning upon the whole pattern of public education in this country, but rather of the growing importance of the liberal arts college to what I may call "the promise of American life." I come as a spokesman of a unique nationwide movement, a movement with a challenge to business and a challenge to higher education in the United States. The Council for Financial Aid to Education was founded by business leaders who have faith in education and are themselves devoted to the private discharge of public service. It is now supported by four great foundations.

The interests of the Ford and Sloan Foundations, the Carnegie Corporation and the General Education Board have long been identified with the general welfare. The Council itself could not have had more formidable, more impressive, or more disinterested financial support.

A New Enterprise. There is no precedent for this novel undertaking. It is itself an enterprise in public education, public relations and public confidence. Its directors include some of the most eminent names in American business and in American education. Its principal constituents are colleges and universities which have a great capacity to serve; and corporations which collectively have a great capacity to give. Its self-imposed restrictions limit its program to the promotion of ideas, attitudes and intents. It neither solicits, nor accepts, nor disburses funds for aid to education. It is concerned in the common interests of industry and education in a free society,-in a society which for its own freedom depends on freedom of education. It seeks a climate of mutual understanding and mutual confidence favorable to generous private giving to the public good, through higher education, not as a source of direct benefits only, but even more as a means of fortifying our freedom of enterprise. The Council for Financial Aid to Education is an adventure. Its goal is not unattainable and its enterprise, to use the words of the President of the United States, "will redound to the benefit of all America."

Officers and directors of the Council have repeatedly stated that its interest includes the entire range of higher educational institutions,—universities, colleges, professional and technical schools, private and public; that the institutions now in the most difficult situation are those which are wholly dependent on private support; and of these, in our present national circumstances, that the most urgent and critical financial needs are in the liberal arts colleges. These facts have been recognized in the initial composition of the Board of Directors.

Most of you, through your state and regional foundations, are launched on a comparable new adventure of your own. These arrangements too will take time; and I hope that you who are participating in them will not be impatient or discouraged because the visible progress is slow. We are all breaking new ground and we may hardly expect to reap a harvest until at least we have planted the seed.

Encouraging Signs. A few days ago at the end of three months of initial activity of the Council for Financial Aid to Education, I made a brief report to its Executive Committee in which I said: "The fact that we have already made some progress in some directions encourages the belief that we can make more progress in more directions if we keep on keeping on."

Let me mention a few facts which to us are encouraging:

1. The Council for Financial Aid to Education is already deluged with inquiries and requests for information or advice. Two thirds of these inquiries come from business, mostly from corporations. Each time someone, for example, like Kiplinger,—whose Washington Letter has mostly a business circulation,—puts out a four line statement about the Council we get over a thousand inquiries. A couple of weeks ago Time magazine also "lifted the lid" a little on one aspect of our program, and we got another shower of requests. Most of these are bona fide. As best we can without burying ourselves under a barrage of correspondence we answer them,-in some way. They signify at least a vivid and widespread public interest. The Council, in cooperation with other agencies, aims to widen and deepen that interest. For this, with the best advice we can get, we are gradually developing our own affirmative program.

2. In November and December the Council by direct appeal to the chief executives of over 1000 of the principal national corporations made two suggestions: First, establishment of a tax-exempt type of company foundation competent to administer a continuing program of financial aid; Second, a start now in giving to higher education in some form, on some scale. The responses on the whole are encouraging. About one third of those replying have established company foundations or have such action under way or under consideration. Another two fifths are favorable to financial help in some form to colleges and universities. A small number are opposed in principle; and the replies of

the remaining one fifth are indefinite or irrelevant.

3. Within the last few weeks one of the "key" national corporations established a company foundation with an initial grant of funds running into eight figures. Another large national corporation which for years has gone no further than research and professional grants is now, on a large scale, making grants of unrestricted funds to a number of

selected colleges and universities over the United States; and is committing similar funds for a period of years. At the end of 1953 the head of another national corporation telephoned to say: "We have decided to give a large check this year to a national scholarship program; I have a pen in my hand and I want to make out the check to the Council for Financial Aid to Education." I choked a bit at telling him that he couldn't make out the check that way; if we started making exceptions to our self-imposed rule of neither soliciting nor disbursing a dollar for financial aid, that we would end up by being a "competitor" of some instead of a "partner" of all; and that we were determined to stay on the partnership side of the line.

This was a novel experience to me who had spent so many years seeking the very kind of check I was then refusing. But I did remember to tell the enthusiastic donor that we would undertake to arrange for a suitable "depositary" for his company's grant of national scholarship funds. Before the year was out his check was in the custody of the College Entrance Examination Board which has agreed for a period of fifteen months, pending further determinations, to accept, and if necessary to administer such national scholarship funds.

I, of course, am not at liberty to mention names until these companies in their own way make their own announcements. These actions would not have occurred five years ago. I doubt that they would have occurred five months ago. They are I think symbolic of a leaven which is quietly working. Only yesterday one of my colleagues and I met for several hours in New York with responsible officers of nearly 40 national corporations struggling with precisely the same questions, interested not so much in "whether" as in "how," "what," "how much," and "when." I am encouraged by such symptoms and I hope you are.

The "Two-Dollar Dollar" and Earmarked Grants. Ideally the dollar of financial aid in the form of grant most useful to the college and the dollar in the form of grant most acceptable to the donor should be the same dollar. That is the form to which I have often referred as the "two-dollar dollar," of which ordinarily you speak as the "unrestricted grant." As you well know, we are far short of that ideal. The most prevalent type of corporate giving is still the research grant. The gradual trend

in these grants is away from specified projects to more general fields with wider latitude. But they are still research grants and they ordinarily are related to the products or services of the donor corporation. These are still the easiest and most obvious forms of financial aid by corporations. Also in general they are the least useful to the colleges and universities.

Contrariwise, unrestricted grants are generally the most useful to the colleges but the most difficult for the corporations. Grants to specified departments or professional schools are more acceptable to corporate donors generally and are moderately useful to colleges. A type of grant which seems at the same time to be useful to many colleges and acceptable to many corporations is the sponsored scholarship. There are now evidently over 500 sponsored scholarship plans. Some are large. Most are small. An increasing proportion include a supplemental unrestricted "cost of education" grant in addition to tuition to the school in which the scholarship holder is enrolled. This type of financial help to colleges is regarded by the Council for Financial Aid to Education and by many of you as having important ultimate possibilities, and as one of the ways in which interested corporations may encourage themselves into a habit of giving to colleges and universities. Others of you may have misgivings, fearful that such a plan may benefit only the socalled "prestige" institutions,-make the big ones even bigger and leave the small ones where they are.

On these points there seem to be many differences of opinion. The experience record is not sufficient for conclusive answers. It may be of interest to note regarding The Ford Motor Company Fund's plan, the largest so far of the "cost of education" scholarship programs, that the recipients of its scholarships in the year 1953 are reported as enrolled in 74 colleges in 27 States. The Council, with the approval of its Board of Directors, as one of its present activities, is assisting the establishment of an agency competent to administer a cooperative scholarship plan, available to corporations and others who may wish to participate in this type of aid to education. The so-called National Scholarship Commission plan, of which your Association office has copy, appears to have important possibilities of helping students of superior mind but flat pocket; helping colleges with "two-dollar

dollars"; enriching higher education generally; and identifying the interest of participants with the general welfare. Whatever your views may be of the merits of sponsored scholarships I trust that you will inform yourselves of this plan.

Perspectives and Policies. I have mentioned some of these principal types of financial aid to colleges not for the purposes of advancing some and retarding others but to put them in what appears to be their present perspective. If we are to aim intelligently we should know what and where are our targets. The college in need of financial aid will of course first seek diligently the support of its own alumni and its own immediate constituency. Business corporations along with labor organizations and the general public will then more willingly and more generously share in the needed additional support. The guiding policies of the Council for Financial Aid to Education itself have been stated publicly and you have seen them. They may be summarized in simple words:

1. Increasing financial support by corporations is necessary to the maintenance of independent higher education in the United States.

2. Unrestricted grants are the most useful. The less the earmarking the more useful the grant.

3. It is more important to encourage a policy of corporate giving in *some* form than to insist on a particular form of gift.

4. "Cost of education" scholarships, awarded on the basis of ability and need, and competently administered, are a useful form of financial aid to higher education.

5. A company foundation is a practical aid to the planning and administering of a continuing plan of corporate giving to education.

The task of maintaining in vigor of public service the structure of independent higher education in this country is the business not of the Council for Financial Aid to Education but of public-spirited citizens generally. It is everybody's business. The Council at best may be a "catalyst," a coordinator, or to use the language of the powerhouse, an "excitor" or a "generator." It gives information. It also seeks information. It gives guidance. It also seeks guidance. But its success will be measured not by what it is able to do for others but by what, with its help.

others may be enabled to do for themselves. It is in this sense that it seeks to be a "junior" partner.

The subject which I have undertaken to discuss is difficult for a twenty-minute address. In fact it is "impossible." I am aware, as you are, that I have barely touched its fringes. I have tried at least to avoid "carrying coals to Newcastle." Almost day by day each of you, in his own language, is carrying in his own clientele the spirit and the meaning of the liberal arts college in the life of the community. Some of you have sent to me or to my office copy of speeches or reports. These are interesting. Many of them are stimulating, invigorating, inspiring. They show the great needs and the greater opportunities for enriching America, through our independent colleges which have provided so high a percentage of leadership talent in every walk and level of our national life.

Corporations and their Stockholders. Business corporations are not benevolent institutions. But they can be "benevolent" when considered benevolence is in the interest of their owners. Formerly the interest of owners has often been construed narrowly. Now increasingly it is being viewed broadly. But it is still the interest of owners, and it should be. Corporate managements ordinarily, if they themselves are interested and convinced, can be persuasive with their stockholders as to actions which would be in the interest of the corporation, that is, of its owners. Some corporate managements are courageous in leadership. Some are more timid. More and more corporation executives are taking a deliberate and intelligent interest in the changing responsibilities and opportunities of their corporations. More and more of them in so doing are having the encouragement of their stockholders. When a single giant corporation with a history of moderate research and other earmarked grants suddenly also makes a large grant of "two-dollar dollars" to over 75 liberal arts colleges and after six months has no objections from its 118,000 stockholders, its executives may say as others are now saying: "We may find that our stockholders are way ahead of us!" Perhaps they are.

Not a One-Way Street. But this growing spirit of partnership between business and education is not a one-way street. The problems and opportunities of higher education are not wholly financial. To a question: "What is the matter with our colleges?" I recently heard this answer: "Nothing that a little more money wouldn't remedy." Such an answer is either thoughtless, uninformed or cynical. I have spoken of the purpose of the Council for Financial Aid to Education to promote "larger giving . . . on the part of corporations, business generally and the public." It is similarly its purpose to encourage on the part of the colleges and universities a "continuing self-examination . . . of the competence of their own structure and educational programs." Activities for this purpose are of course beyond the functions and scope of the Council. But they are not beyond the scope of the colleges and universities themselves which are seeking support from an interested public.

Higher education has a great need for financial support. It has a greater need for public confidence. Financial support will follow public confidence. It will not precede it. You know and I know that among some of our colleges and universities there is a formidable inertia. This is a difficult problem,—even for the most skillful and alert administrators. Some colleges during 50 years of great change in our society, have themselves changed little. Some have changed much. Some have drifted. Local conditions, changing constituencies, faculty attitudes, trustee policies, competition of other institutions,-all these have been factors toward change, or contrariwise, toward resistance to change. The extent of change of itself is not important. What is important is that we know why we do what we do, and why we do it the way we do. Also it is important that the reasons be such as will stand inspection. Some colleges evidently would rather rely on finding some way financially to "bail out" the costs of what I have called "inertia" than to look their own educational programs, and their business management too, squarely in the eye. Businessmen know this and they are correspondingly wary of colleges which keep on doing what they have always been doing merely because they have always been doing it.

This may be a difficult barrier for such colleges in their search for financial aid outside of their immediate constituencies. It is likely within ten years to become more difficult if, as is indicated, the college population of the United States within that period may increase 50 to 75 per cent and financial needs mount in proportion. Who knows, too, what may be the effect on colleges and universities of such innovations as educational television which even in its present initial stages evidently has enabled a single college professor in a single college course to "instruct" a class of 18,000 enrolled for credit, and several hundred thousand more who merely "audit" the course?

An even more touchy problem, for its present impact on public confidence, is that of occasional subversive influences on college campuses and in college faculties. You have seen, and I trust you have read, the forthright declaration of the Association of American Universities on the Rights and Responsibilities of Universities issued in March 1953. It says in several pages of a readable text that communism and higher learning do not mix; that one does not seek truth by denying it, nor open the gates of the mind by closing them; in short, that a Communist is not eligible to serve on a college faculty. That is plain-spoken policy. It should be plain-spoken performance.

"On This Rock." As a final word may I speak not so much as an officer of the Council for Financial Aid to Education, but rather as simply a friend who has great faith in American higher education. What you and I, and our colleagues in education and in business are seeking to do is not just an ordinary chore which, willy-nilly, may be done or left undone. It is not something about which one might say: "It may be of some benefit if you can do it." Nor is it something which may be left to someone else. It may be that some of our so-called colleges were established for transient opportunity and that in present circumstances they have little valid claim to financial support. If perchance there may be such, I am not talking to them when I talk to the Association of American Colleges. American higher education like American business is highly competitive, and the competition, insofar as it is competition in excellence, should not be belittled, bemoaned or betrayed. If a college is built upon "sand" it will fall. If it is built upon "rock" it will stand. What I have to say applies only to colleges which have been founded upon "rock."

This republic was established and this nation was built on foundations of Christian morality. On these foundations, it

has grown to greatness. Today in what has been called "not a moment of danger but an age of danger" we derive our great strength in a turbulent and bewildered world from the spiritual foundations.

Do we believe the teachings of history that: "The safety of the nation is in the education of her youth?" Does it make a difference to us that freedom is indivisible? that we will not have political freedom without economic freedom? nor religious freedom without freedom of speech? nor free enterprise without the right and the chance to choose? nor in the long run any of these without freedom of education? The liberal arts colleges, and the universities built around them, are not merely places to which young people may go for a few years of instruction. They are a part of what you and I know as the promise of American life.

Who, nowadays, is uneasy about the adequacy of our technology? about our ability to make things? Nobody that I know of except perhaps the scientists themselves who never are satisfied with their own achievements. But who, nowadays, is not uneasy about the state of the society in which we live, a world divided in thought and purpose, within which nevertheless all are "neighbors"? Who is not uneasy at the course of events which gradually is tending to make timidity and fear, rather than confidence and generosity, the motive of our social conduct? Who in this country does not have misgivings at the march of the times here at home, at the continuing drift away from the combination of aspirations and self-restraints out of which over the years was made what we proudly have called America—The Land of the Free?

Let us not deceive ourselves as to the drift itself; nor that there is any recourse except the patient attrition of public education guided by men and women who themselves understand the precepts of Christian morality on which this nation has built itself and who, as teachers, can expound them with confidence. I am talking about freedom, not conformity. Where conformity is imposed there is neither scope for intellectual curiosity, nor freedom, nor democracy. Freedom may be dangerous. But it is the safest thing we have.

You will recall Carl Becker's vivid description of a college professor, "a man who thinks otherwise." A few days ago, I was reading a report to the stockholders of a great corporation in what we would call a "technological" industry. Its volume of sales last year was several times the total expenditures of all the colleges and universities of the United States combined. This gigantic enterprise, accounted as one of the most successful in America, has been built on three bases: good faith, free choice and unhampered science. We may explain General Motors as a product of "free enterprise." Superficially so it is. But where would General Motors be today, and thousands of other great enterprises, were it not for the precept of Christian morality underlying American life,—and were it not for the Professor.— "the man who thinks otherwise"? Do we need to ask whether American business has a stake in liberal education? Not if American business wants to live.

One of my neighbors in New York is a distinguished Methodist minister, Dr. Ralph Sockman, a great preacher, a fine citizen, a Christian statesman. In concluding what I have wished to say today to the presidents of America's colleges, I know of no better words than his:

If we are to safeguard our freedom, we need men whose oath we can trust in court and whose word we can also trust in the market place. We need men who are responsible enough to bear their own burdens and good enough to bear one another's burdens. . . . These church-related colleges have given godly ideals to our nation's youth, furthered our social reforms, trained our political and religious leaders. Many of these Christian colleges are today fighting for their lives. If they fail, America will fail.

Ladies and Gentlemen, America will not fail. Neither will you.

ALUMNI GIVING

JAMES E. ARMSTRONG

EXECUTIVE SECRETARY, NOTRE DAME ALUMNI ASSOCIATION

EXPERT fund raisers could tell you many valuable things. I am just one of the oldest living amateurs. My time is short. I shall be direct.

College presidents have written many of the new testament chapters and verses on financing higher education—in the face of the tremendous problems of the postwar eras of the twenties and the forties, and the intervening depression.

College presidents wrote all the chapters of the old testament of fund raising in the first 250 years of financing higher education in this country. Then Yale discovered the alumni. That first alumni fund was established in 1890. As an aside, it is more than coincidence that Yale is the first fund to exceed the annual million-dollar mark.

In 1952—the latest complete report—the American Alumni Council indicates, in a survey of 270 colleges and universities, that 585,026 alumni gave \$14,481,620.23 to these institutions, an increase of \$2,000,000 over the 1951 figures, and the equivalent in endowment at 4% of \$362,500,000. Since this was only some 18% participation by the total alumni of these institutions, the potentials are evident for the years ahead.

Concerning statistics, I should like to quote one pertinent comment made to fellow fund raisers by Joseph E. Bell, Lafayette College: "As fund raisers, our eyes must be on the dollars. That's our job. But dollars are a by-product of performance, interest and faith. Dollars should not be the guiding star of any development program."

I shall outline first the fundamental motivations for philanthropy as adapted to alumni support of higher education, the key, I believe, to all other sources of support.

First—unless your graduate derives some personal satisfaction from his gift and the sense of doing something urgently worth-while, his gift will be a token, if any.

Second—the use of the honor roll, the varying kinds of name listing, bear eloquent testimony to the force of personal or family distinction, even in the realm of the small giver. Recogni-

tion in the printing of a name is as attractive in fund raising as in country journalism. As the gift increases in size, distinction increases accordingly. This is the motivation that makes plaques and donors' tablets and names carved in stone extremely useful in a program with physical aspects. The same motivation applies to named chairs, scholarships, lectureships or similar projects.

Third—the alumnus gift should seem entirely at his option, an act of self-expression. If, in addition, he is thankful for benefits, it will increase his gift. Or if he identifies the gift as a memorial to his own generosity, or in favor of someone near to him, or to his campus life, the graph will move upward.

Fourth—the religious motive can be very strong, especially where there is a feeling that a church is being strengthened as well as a school. That accounts for a prediction after World War II that gifts to Catholic colleges would increase, as they have. An accompanying prediction that contributions to Protestant colleges would decrease has been largely offset by a very tangible revival of relationships between many schools and their founding churches. Certainly the addition of a spiritual satisfaction will inevitably augment the material. A growing sense of national religious urgency should do much for church-related colleges of all denominations.

Our public, and too often our colleges and universities, have tended to see in alumni only a hard-drinking, money-grabbing football fan, fighting enthusiastically any evidence of intellectual or spiritual maturing. Unless we change this concept, alumni religious motivation for support may die in resentment. Fortunately, most schools now realize that their boys and girls have at least grown up.

Fifth—to change token giving into thoughtful giving, probably no motivation is as important as personal interest. The law school alumnus will undoubtedly give more to a law school project than to a project of other or general significance. Many projects must be institutional in nature, and broad. Two courses are advocated to preserve this personal interest. One is a diversity in the long-range program, showing the law alumnus that science, engineering and fine arts projects will ultimately be integrated with progress in law. The other is a diversity of imme-

diate projects, where possible, aimed separately at respective alumni targets, or permitting the alumnus to designate one of the several channels.

Even where the institutional need is for unrestricted funds, the motivation can be maintained by an indication of diversity of programs to be affected.

Sixth—a sense of obligation to Alma Mater will unquestionably aid giving. But here I must warn you against the old solid virtue of truth.

It is a universal that the student in the American college or university has paid only 68% of his educational costs, with the gap widening in his favor as these costs have risen faster than reluctant increases in tuition and fees.

As a matter of simple truth, he should feel an obligation to repay a 32% subsidy. But this simple truth should be avoided in alumni fund raising. Possibly because of our failure to educate the undergraduate, possibly because our low price tag is advertised; whatever the reason, few alumni feel any sense of binding debt to their school.

This does not cancel the use or effect of the motivation. The program should transfer this sense of obligation to the intellectual and spiritual benefits heaped upon the alumnus; to the benefactors, administrators and teachers, or to the state, who combined to educate him at the below-cost figure; and to the unenlightened and unborn generations entitled to similar consideration.

Seventh—the aversion to paying taxes may motivate philanthropy, but is properly placed last, and has relatively little effect on alumni giving. It should not be stressed in alumni annual giving at all, and is not psychologically a good direct appeal even in cases of larger alumni gifts.

Tax aversion is a personal thing, a motive unlikely to be admitted and possibly even embarrassing. From a fund-raising point of view, a man able to give a large amount knows, or can secure, all the pertinent tax data. It is not amiss to call attention to the simple benefit of the tax deductibility of alumi gifts. But most of the annual gifts are in the small bracket and tax benefits are relatively unimportant. The average alumni gift in 1952, in the survey quoted, was just under \$25.

The preceding are general motivations for giving. What are factors which tend to change the small token gift to the larger thoughtful gift, to increase the gift from year to year, to bring general motivation down to a specific institutional urge for the alumnus, which will make him think in terms of the most, instead of the least.

First—an assurance of institutional inviolability is most important at this time. Each alumnus has in his heart a concept of his school, which the school itself must recognize as a part of its heritage, to be kept and to be imparted. There must be an institutional integrity which will be the common denominator of the many generations of alumni.

This does not preclude progress. It does not oppose improved standards. It will not handicap social or athletic achievement.

But change, when made, must be made in its interpretation to alumni, on the basis of reason and progress. The alumnus is vitally interested. He is in fact, vitally affected. He wants and is entitled to know the school thinking. It is not vital to enlist alumni consideration in making changes. But it is very vital to inform alumni as to why changes are made.

What a professor says or does, as an individual, may not affect an alumnus beyond enthusiasm or irritation. But if the statement or the act have institutional implications of sanction or trend, whether true or otherwise, then they may do grave harm to alumni relationships. A school should relate its academic freedom to its freedom of distinction, and to its right as an individual institution.

Second—benevolent tax laws do increase giving. But, except for large gifts or bequests, we have said that this appeal is a personal one, to be shunned in institutional initiative. Government sanction and encouragement of higher education by permitted deductions is important in philanthropic effect—it should be used with caution, however, in philanthropic cause.

Third—full knowledge of institutional needs is a vital area. State schools and agencies included in community chests profit from this motivation, because their operations have always been matters of public report and interest.

But private schools, especially church-related, have made such heroic and obvious contributions of services that the manage-

ment is seldom asked for an accounting. Such accounting would inevitably indicate more needed support. Since management is proud of its ability to stretch its few dollars, and since the rest of the world is willing to settle for appreciation, the habit of operating statements was never cultivated.

Today, with alumni interest intensified, and alumni being effectively and properly utilized as field agents among friends and corporations, one of the most important factors, in both direct thoughtful giving and in indirect solicited giving is that the alumnus be thoroughly informed of the financial structure of his institution. This does not mean itemized accounting. It does mean a clarification of the major sources of income and the major channels of expenditure, with a convincing and graphic story of urgent need. Whether this need is for bridging a gap between income and expenditure, for an emergency, or for items of progress, a direct and simple story, fortified by adequate figures, is imperative. You can have alumni faith without explanation. But alumni works require facts.

Fourth—the availability of means is a very vital factor in general philanthropy, fluctuating with national income, cost of living index and other mercurial phases of our economy. Higher education has an advantage in dealing with alumni. Increased training produces not only increased resources, but increased economic stability.

Psychological aspects of inflation, depression, unemployment and other phenomena are not to be discounted in projecting programs and appeals. The fact remains that alumni, especially in the amount and participation reflected in annual funds, have been extremely helpful, continuously, through depression, inflation, war and postwar displacements.

In capital gift programs, and in wills and bequests, it is obvious that alumni are an economically select list.

Fifth—too much faith has been put in college spirit. Not enough fund raisers have recognized the signficance of strength of motive as a force for increasing gifts.

The alumnus is a trained citizen with a higher average income. He is the object of all the competitive demands of our complex society. It is not enough that colleges call to him with simple alma maternal plaintiveness.

If you burn a building, it is graphic and urgent.

If you have a deficit threatening curtailment, or disastrous suspension of progress, you have a graphic and urgent appeal, not attractive to outsiders, however, and a little embarrassing.

Tangible needs, such as library, science, auditorium or residence facilities—to replace obviously old and outgrown ones—are alumni fund-raising delights. The story tells itself, the old facilities elicit sentiment, the new program implies progress, and the benefit to future students is a rich philanthropic appeal to the brick-buyer.

But put urgency into everything.

Long-range programs, usually advised, are extremely important and valuable. But some phase of it should be aired continuously as an immediate, urgent project. Otherwise, you will find your objectives relegated to the same alumni shelf as his trip to Europe, his swimming pool, his going into business for himself and other cherished hopes.

These have been the highlights on factors important in raising alumni funds, raising alumni sights and raising alumni volun-

teers to work for you outside their own ranks.

Just as in literature, some of the best writing is deceptively simple, so the alumnus prefers his college fund appeals to be simple, direct and human. The professional tone, the dramatic, the panicky, the exaggerated, the undignified, even many devices valid in general fund raising, do not appeal to alumni as effectively.

Books could be written around any preceding topic.

The important conclusion is this—without loyal, participating, informed, convinced alumni, an institution cannot achieve substantial alumni support. Without substantial alumni support, more vital in participation than in amount, any appeal to non-alumni, to foundations, to corporations, to parents or to any other outside source, will ultimately fail.

UNDELIVERED REMARKS OF AN ABSENT GUEST AT THE CINCINNATI MEETING

MORTIMER GRAVES

EXECUTIVE DIRECTOR, AMERICAN COUNCIL OF LEARNED SOCIETIES

THE problems that face any institution concerned with the liberal arts over the next decade-school, college, university, council, learned society, etc .- are the following: the development of liberal arts that are relevant to and effective in the society for which we are educating our students, American society of the turn of the twenty-first century; the building of a huge cadre of new teachers—the figure is thirty thousand, exclusive of replacements, by 1970—equipped to present these revivified liberal arts in our universities and colleges; the production of the immense new structure of tooling and implementation which these teachers will require. These needs derive from the greatly expanded interests of the United States in the world in which our students will have to live; the American commitment to mass higher education and the consequent predicted doubling of the college population in the next 15 years; the low state of preparedness for either the quantitative or qualitative expansion arising from the unequal competitive position in which the practitioner of the liberal arts has found himself in the immediate past.

Obviously, the whole presents a problem national in scope and tremendous in magnitude. The individual college, and combinations of colleges and universities, must focus their greatest vigor, imagination and wisdom upon it. But, operationally, a very large part of the reformulation of the humanistic function in education, the development of the new personnel, and the production of the new tools of study, teaching and research must be carried out by a national body devoted to these purposes. Fortunately, there is such a national body, created by, responsible to, and representative of the professional concern with American humanistic scholarship, the American Council of Learned Societies, which has performed precisely these functions over the past generation. The next decade will be critical for liberal learning; our society must be convinced of its importance and its relevance to society's problems and must comprehend the mag-

nitude of the task which its rehabilitation in our educational structure presents. Those on whom this main burden will fall must begin by having clearly in mind the demarcation of functions among the several agencies which will have to perform the relevant operations: teaching, thinking, training, tooling. None of us can perform the whole task alone; only the combination of all our competences and resources, each appropriately employed, promises the establishment for liberal education that American leadership of the next decade demands.

THE TWO WORLDS—COMMUNIST AND NON-COMMUNIST

ARTHUR G. COONS
PRESIDENT, OCCIDENTAL COLLEGE

IT is a commonplace remark that the world is divided into two camps. But just how shall we describe these two camps? And what about the neutrals?

There are two centers of power, the United States with its allies and friends, and the Union of Soviet Socialist Republics and its satellite and allied countries, including Communist China. The Soviet center of power includes also the alignments with it of Communist governments and a number of other Marxist political parties in many countries, some of which in Southeast Asia and in Korea possess armies in the field. The United States and its friendly powers are in cooperation with a government which is Communist (Jugoslavia) but not now a part of the Soviet Communist complex, but there are no organized armies in the total Western political complex which are not sponsored by recognized governments.

The present Soviet complex of power is dominated by Communists and is aligned with international communism. But, if there should be a considerable shift in leadership in the Soviet Union, with the Army replacing the Communist Party as the dominant force, the threat of Soviet imperialism (based on historic nationalistic drives older than communism) would in all likelihood remain even though Russian power might be reduced as the Communist influence in other countries might wane, or be reduced by successful rebellion in satellite countries. But even then communism as the cohesive element conceivably could become a force among the remaining Communist-dominated countries, particularly in Eastern Asia, and some new agglomeration of Communist power might emerge.

Immediately the continuing threat to the free world is Soviet imperial power which spearheads Communist power; ultimately it is communism itself.

In Earlier Communist thinking Russia was being used as a springboard for the Communist world revolution of the prole-Note: Except from the 1952-1953 Report of the President. tariat. In later Stalinism communism was being used as the element to build the imperialist power of the Soviet Union.

There are various interpretations of the current crisis. To some it is primarily religious—a struggle between Christianity and communism; to others it is political—between democracy and communism; to yet others, it is economic—between capitalism and communism; while to even others, it is in general merely another aspect of the struggle between aggressors and non-aggressors.

The non-Communist world lacks homogeneity in religion, political ideology, economic organization or national strength. To some, freedom means simply national independence, i.e. freedom from outside control. To others, it means much more—a free

society.

The structures of the two "camps" in the present world differ considerably. Can the non-Communist world develop an increased basic understanding and cooperation, and if so along what lines? Can the apparently tight monolithic structure of the Soviet-dominated Communist world be broken, and if so along what lines of action? Where will the present neutrals finally lodge?

The total military power (threat to security), presently of the Soviet Union and potentially of China also, is one problem; the challenge to the Western world of communism at every level of living—national independence and security, religion, democracy, personal freedom, economic opportunity and cultural expression

-is another.

Though these two problems are now intimately linked due to the power of the Soviet Union, there is a sense in which they are separate, in which in deed each would continue to be a threat even if the other were substantially eliminated or markedly repressed.

In such a situation what role of helpfulness may the United States essay, and what part does higher education have to play in helping to clarify all related issues? A part of the answer to the question of America's role is internal and is inescapably linked with education, for as President Dwight D. Eisenhower has so aptly said, what must happen in the world must happen first of all in the heart of America.

What I have written above has implications for education. If the threat in the world today is simply the military power and imperial ambitions of the Soviet Union, the range of considerations to meet the crisis is narrower than if the ultimate threat is communism whether linked with the power of the Soviet Union or not. Although Americans who became Communists decades ago may not then have considered their action a shadow on their loyalty to America, this defense can no longer hold. And in any event, the nature, purposes and methods of communism stand so fully revealed that there is no excuse for any informed person to fail to understand the total implications at the level of loyalty and national security of present identification with such a movement. At the level of education the implications are equally serious since they are ideological and of the mind and spirit. No person now identified with communism is likely possessed of the mental and moral attitudes and perspectives necessary for the tasks of education.

It is difficult to apply all of this in a free, democratic society. It is easier to be negative than positive, easier to punish and cause suffering than to construct and promote the circumstances under which education may make its potentially great contributions to the ultimate defeat of communism both as power and as idea.

THE APPALLING LACK OF SCHOLARSHIPS FOR YOUNG PEOPLE OF U. S. POSSESSIONS

JACK DOWN

FORMERLY IN CHARGE OF THE VOCATIONAL SCHOOL OF AMERICAN SAMOA

SCHOLARSHIPS help people from all over the world to attend United States seats of higher education. Stateside students compete for these scholarships and for those who do not understand English quickly, there are special scholarships available, that is, they are available for people of foreign lands but not for people of our own outlying possessions who cannot hope to compete for regular stateside scholarships. These students, all Americans, are completely overlooked.

In American Samoa, Alaska, Virgin Islands and in the Canal Zone there are many students whose ancestors were native to the locale, or at least who have lived there for some generations. To many of these people, English is a foreign tongue and to many who do learn English from their parents, the English is far different from our own. Most of these students would find it impossible to compete against stateside students for college scholarships. Yet, while we offer many opportunities to foreign students from 'the less privileged' parts of the world, we completely overlook our own American boys and girls from these territories and possessions.

In American Samoa there are no scholarships available other than a medical scholarship to Suva, Fiji, for a limited training as a Medical Practitioner. (This training is not recognized in the United States.) There are no Samoan stateside trained doctors, dentists, engineers, or business administrators working in Samoa. There is one lawyer and one high school teacher who managed to pay for their own education.

In the Canal Zone, Lawrence Johnson, Superintendent in 1953, says, "Occasionally a United States university will grant a scholarship to a graduate of our colored schools but such scholarships are rare."

C. Frederick Dixon, Superintendent of Education in the Virgin Islands in 1953, says that an occasional Negro institution will make a scholarship available. He says, also, that the local government makes some help available in specific fields such as edu-

cation and nursing. A fund is also available which can lend up to \$300 a year for United States study.

In Alaska the situation is similar.

Although all are not American citizens, these people are all Americans. The localities named NEED trained native personnel. Often the local government cannot afford to offer much help. While our colleges and special funds offer help to half the world, no steps are taken to help this small group of needy Americans of ours. I believe this lack stems from ignorance. Those administering scholarship funds do not know. Now through this review of the facts, perhaps someone or some group may be persuaded to form a fund to help these deserving students. Such scholarships will be well received and used.

COMMISSION ON ACADEMIC FREEDOM AND ACADEMIC TENURE

EUGENE S. BRIGGS
PRESIDENT, PHILLIPS UNIVERSITY

THE Commission on Academic Freedom and Academic Tenure wishes to report that no problems or cases have been referred to it during the past year.

The Commission has taken note of the fact that in the face of investigations by committees of the Congress and state legislatures, only 40 out of more than 150,000 college faculty members have been found subject to unfavorable report and, if our information is correct, only one dismissed from duty.

The Commission reaffirms its faith in the American College as an important element in our American heritage and reasserts its belief that "colleges should welcome any fair and impartial inquiry," confident that the "by-product of such inquiry should be an improved public understanding of American higher education."

Academic freedom is not a thing apart, nor something vague, different or peculiar, but it is intellectual freedom, which seems to your Commission to embody all the freedoms we know and cherish so well.

The well-being of American higher education demands something more than the detection and neutralization of subversive influences, wherever these may exist in the academic ranks. Rather, its urgent concern is for the preservation of the very lifeblood of the educational process, namely, the untrammeled spirit of free inquiry without fear of unjustified reprisals and unfavorable publicity.

In an age which is all too prone to exalt conformity at the expense of initiative, it seems important for educational leaders to reassert, as your Commission now does, the abiding value of independent judgment and the sacred freedom to dissent in the name of individual conscience. We should be false to the younger generation, if while urging them to fight for other freedoms, we should allow to go by default, the basic freedom of the mind to seek the truth, wherever it may be found.

COMMISSION ON THE ARTS-REPORT 1953-54

CALVERT N. ELLIS

PRESIDENT, JUNIATA COLLEGE

OUR history is an impressive one. Since its inception in 1936, the Arts Program has served over six hundred colleges. Nearly three thousand visits have been arranged. Qualitatively, the record is equally significant. Thousands of grateful letters have been received from heads of departments, faculty members and special student groups who have had intimate knowledge of the impact of a visit.

This is primarily a cooperative program within the membership of the Association of American Colleges and this service is not duplicated by other agencies. Performers and teachers who have attained a high level of competence in their chosen fields (music, the fine arts and the humanities) are made available to our member colleges for a short visit at a modest honorarium. This plan provides new audiences for campus visitors, an outlet for their creative talent and a certain amount of professional recognition of teaching skills. Because of implied prestigeand it is an honor to be sponsored by the Association of American Colleges-financial gain is not of paramount importance to these people. By sharing traveling expenses, it is possible to secure programs of high standards at surprisingly low figures. This Association is the only organization in the United States which is equipped to make this contribution to liberal education. It is the only organization concerned with the needs of small liberal arts colleges.

Fifty-three people were announced by the Arts Program for 1953-54. The complete list is attached and becomes a part of this report. In line with our policy of dropping a third of the names each year and adding a similar number to our list, 18 names appear for the first time. Fields represented are:

Music	34	The Fine Arts	10
The Humanities	5	Miscellaneous	4

The initial mailing of our Announcements, which included a letter signed by Dr. Snavely, was made on April 1. A second letter on May 1, signed by your chairman, was mailed as a reminder to those colleges from which no reply had been received.

In August, Dr. Cunningham, currently your Association's President, contacted the major officer in state associations of college administrators asking that the Arts Program be brought before their sectional meetings. In September a letter signed by Miss Baker and accompanied by a copy of the Announcements was sent to college librarians. All these efforts have shown results. We expect to close the current season with a gratifying number of visits.

During the past year, a modest survey was made to determine general interest in specific fields and types of visitors. As we expected, performing artists took the lead. But equal importance was given to lecturers on international affairs, science and philosophy for assemblies and convocations. After discussing this trend, the members of the Commission on the Arts decided that the value of our service would be enhanced through greater emphasis upon the humanities. Because of budget limitations little progress has been made in this direction.

Since "Financing Liberal Education" is the theme on which this meeting is concentrating, it is fitting to ask that you give serious consideration to the financial distress of the Arts Program. To be brief, we need a guarantee of \$5,000 to keep us going another year. For two years we have omitted the practice of adding \$25 to each visit as a service charge. This was done to help our small colleges at a time when many were experiencing grave budget difficulties. It can be restored next season; but, in the meantime, our generosity has cost us \$7,000.

An experienced agency, such as the Arts Program, will always be valuable in assisting our colleges with their concert and lecture series. There is no dearth of competent lecturers and stimulating performers. To find them and to efficiently and economically arrange their tours can best be done by a central office. This point is clearly stated by a college president:

The task of identification and orientation has been done prior to a visit to a college campus. Thus, the administrator is assured of carefully screened programs. If outside support for the Arts Program cannot be found from a foundation or other source, it seems to me that the colleges ought to make further investment in this important work.

Perhaps a committee should be appointed to explore the possibility of securing a foundation grant for the purpose of expanding our present program and developing pilot programs for the future.

VISITORS OFFERED ON REGIONAL TOURS 1953-54

Visitor	Subject			
Giovanni Bagarotti	Violin			
Bethany Beardslee 7	Voice (Soprano			
Jacques Monod	Piano			
Tibor K. Bebek	International Affair			
	Voice (Contralto)			
Donald Bolger	Piano			
Harold J. Brennan	Arteraft			
Helena M. Castro				
are the second s	Piano			
	Piano			
	Fine Arts			
	Drama			
Rafael Druian				
Paul Oberg				
Maurice Ficenberg	Violoncello			
	Science			
	Literature			
	The Humanities			
A. Didler Graene	The Humanities. Violin			
Dons Hansen	Piano			
Sister Halana O.B.	Sculpture			
Sister Helene, U.P.	Philosophy			
Collister Hutchison	Creative Writing			
Juilliard String Quartet	Chamber Music			
Joseph Knitzer	Violin			
John Langstaff	Voice (Baritone)			
	Piano			
	Voice (Bass-Baritone)			
Iren Marik	Piano			
	Voice (Bass-Baritone)			
	International Affairs			
Emily Muir	Painting			
William Muir	Sculpture			
	Fine Arts			
	Piane			
	Piano			
	Piane			
	Painting			
	Voice (Tenor)			
Kathryn and Paul Schwartz	Duo-Piano			

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Leslie P. Speln	an			************************		Organ
Raul Spivak	imiliate militari marina di sa					Piano
Alexander Tche	repnin					Piano
Howard Thoma						
Elmer A. Tidm	arsh					Organ
Abraham Joel	Tobias			The state of the s		Murals
Fernando Valer	ti	01111801010110		то що жожо жо ко		Harpsichord
Robert Willams	an					Woodwind
John Wong-Qui	ncey				Chi	inese Culture
Capitulation:	Music	34	The Hun	nanities	5	
	Pine Arte	10	Misseller	00118	4	Total: 53

COMMISSION ON COLLEGES AND INDUSTRY

FRANK H. SPARKS

PRESIDENT, WABASH COLLEGE

LAST year at the Los Angeles meeting, the Commission on Colleges and Industry invited all college presidents who were interested in joint solicitation of corporate funds to meet with it.

The result was so satisfactory that on Dr. Snavely's recommendation the Board of Directors of the Association of American Colleges reconstituted the membership of the Commission on Colleges and Industry to automatically consist of the presidents of its member colleges who were also presidents of a group to promote corporate support.

This created for the first time a national agency of communication among the 26 state and three regional organizations covering 37 states and approximately 400 colleges.

Also out of the Los Angeles meeting grew the proposal for a national workshop authorized by the general session of the Association and which was held in Indianapolis, April 12-15.

Through the financial assistance of the Lilly Endowment of Indianapolis and the Sloan Foundation of New York, the expenses of all delegates attending this workshop were equalized and, as a consequence, at least one delegate was present from the then existing state and regional associations.

At the conclusion of the Indianapolis meeting the members of the Commission elected five of their membership to constitute an Action Committee: Presidents Baxter, Gould, Donnelly, Wickham and Sparks.

This Action Committee set up the program for this Annual Meeting of the Commission one half of which went off so well Tuesday afternoon—the other half of which is scheduled this afternoon at 2:30 in this room where Dr. Compton will meet the members of the Commission and all others who wish to stay and who can stay to discuss any and all questions raised pertaining to the relationship of the members and the Council for Financial Aid to Education.

Enough has already been said by the many competent speakers of this excellent conference to place this movement in its proper balance with the other phases of the financial program of privately financed higher education.

I am a confirmed believer in this movement: all aspects of it; the state associations, the Council for Financial Aid to Education and the Commission on Colleges and Industry. I consider it to be one of the significantly hopeful developments in education, in business and in the country at large but it is only a moderate source of support of a total college program under the most favorable circumstances and unworthy of the time and energy required to make it go under unfavorable conditions.

This year and the next two or three years are crucial in this movement: the Council for Financial Aid to Education is a going concern under competent and able management. It is

financed for a test run of three years.

The legal situation has been cleared by the A. P. Smith case. A sufficient number of state and regional groups are organized and operating under sufficiently different conditions to test the effectiveness of different approaches.

Gifts so far have come almost exclusively from locally owned and operated manufacturers of moderate size. The giant corporations are just beginning to move. Upon their action will depend the worth-whileness of this development.

The next three years will tell. The wealth is here and the way too. We shall soon know if the will is also.

COMMITTEE ON INSURANCE AND ANNUITIES

LEROY E. KIMBALL

VICE CHANCELLOR, NEW YORK UNIVERSITY

ONE of our problems in educational administration has always been how to provide an annuity which in some way will be a hedge against inflation during the retirement years.

The Committee reported at the last meeting of the Association in January 1953, that, in an attempt to solve this problem, the Teachers Insurance and Annuity Association, after extensive research, had established the College Retirement Equities Fund, now familiarly known as CREF.

This Fund, invested entirely in equities, enables college staff members to supplement their fixed-dollar annuity income with a variable unit-annuity which can be expected to conform reasonably closely to changes in the cost of living.

The Fund has been operating for a year and a half and already there are 15,000 individuals participating and over 435 educational institutions are contributing payments for their staff members.

Now that Social Security has been made available to private institutions, and may be made available to publicly supported institutions at this session of Congress, the staff members in many colleges and universities can expect three layers of protection:

- 1. Social Security
- 2. Fixed dollar income from TIAA
- 3. And for participants in the TIAA a variable annuity from CREF.

We understand payments into CREF, from colleges and individuals, now exceed \$500,000 a month.

A recent study made by TIAA, financed by the Ford Fund for the Advancement of Education, directed attention to other financial benefits which might make the teaching profession more attractive.

The study indicated that the continuing hazards of possible disability and heavy medical costs came next after provisions for retirement and insurance to take care of dependents after death. The Committee understands the Report—the title of which is Financing the College Education of Faculty Children—is being published, and we hope copies will be available to all of the members of the Association of American Colleges.

The Committee also hopes that the TIAA will continue its study of the possible services it might render to educational institutions, especially along the line of providing permanent dis-

ability insurance.

The Committee, although not making definite recommendations, has on a number of occasions, stated its opinions of the extension of Social Security to educational institutions. In the report a year ago, the Committee urged our Association to express its approval of the extension of Social Security coverage on a voluntary basis to publicly supported institutions of higher education. Legislation may be enacted at the current session of Congress to make this possible. This would be a forward step.

In further improving the Social Security benefits, especially as affecting College staff members, the Committee urges the Association of American Colleges to recommend that the so-called "work clause" be amended so that benefits will be paid to retired staff members eligible for OASI income except when earning more than \$100 a month in employment.

COMMISSION ON PRE-PROFESSIONAL EDUCATION

O. P. KRETZMANN

PRESIDENT, VALPARAISO UNIVERSITY

DURING the past year your Commission on Pre-Professional Education conducted two meetings in connection with the convention in Los Angeles in 1953 and the present convention in Cincinnati.

We are pleased to report that the past year has marked some definite progress in mutual understanding between professional schools and liberal arts colleges. In fact, one of the most significant developments in American higher education has been the growing agreement among all interested parties concerning the purposes and objectives of pre-professional education. This is especially true of law and medicine.

The year 1953 was also marked by the appearance of two significant statements on the philosophy of pre-professional education. The first of these was the statement presented in the Association of American Colleges Bulletin, Vol. XXXIX, No. 3, for October 1953. This was a concise and intelligent statement prepared by a Committee on pre-legal education of the Association of American Law Schools. Typical of the spirit of this statement is the following sentence:—"The Association feels that the mental accomplishments set forth in the 'Recommended Pre-law Program' which follows, are already in the tradition of liberal education and that, in their devotion to this tradition, experimentation by the undergraduate schools and colleges better to provide this training coincides with the Association objectives."

Even more significant was the volume to which we referred in our report last year which finally appeared about three weeks ago. It is entitled "Preparation for Medical Education in the Liberal Arts College." The authors are Professors Severinghaus, Carman and Cadbury. Publication of this volume, a thorough and scholarly study, is a major event in the progress and development of pre-medical and medical education. It reflects an increasing emphasis on a broad, liberal education, as the best basis for success in the medical profession. It points out that leaders in all professions and in industry are becoming increasingly aware of this basic need.

On the negative side it must be stated, however, that there are still many liberal arts colleges and professional schools which require a training which is too highly specialized. Severinghaus, Carman and Cadbury, after criticizing the professional schools for some of their requirements, turn to the liberal arts colleges: "All the responsibility for overspecialization, however, cannot be placed at the door of the medical school. Liberal arts faculty members and pre-medical students themselves are in part to blame. Departmental executive officers, especially in biology and occasionally in chemistry, anxious to strengthen the reputation of their respective departments, sometimes leave no stone unturned in their efforts to induce pre-medical students to major in their departments or, short of this, to take as many courses there as possible."

The authors summarize their definition of the best pre-professional training in the following pertinent paragraphs:

"We can be certain that integrity, sterling character, sound health, firm motivation, a broad, liberal, and balanced education, fitness for continued intellectual growth, capacity for hard work, the gift of leadership, adaptability, tolerance, social consciousness, and a lively sense of values are all qualities of the ideally desirable candidate for professional training.

"Yet all these qualities need to be defined and clarified. What, for example, does liberal education mean? Nearly ten years ago the Committee on the Restatement of the Nature and Aims of a Liberal Education proposed the following goals for a program of liberal education to the Commission on Liberal Education of the Association of American Colleges:

Men and women are liberally educated to the degree that they are literate and articulate in verbal discourse, in the language of the arts, in the symbolic language of science; informed concerning their social and spiritual environment and concerning their relationship thereto as individuals; sensitive to all the values that endow life with meaning and significance, and able to understand the present in the perspective of the past and the future, and to decide and act as responsible moral beings.

"Any candidate for admission to any school of medicine, law, business, engineering, or divinity in the land whose application had the support of responsible letters of recommendation which described him in words such as these should certainly be admitted with alacrity and confidence."

Your Commission feels that if these objectives are generally accepted and implemented both by the liberal arts colleges and the professional schools, many of our problems in this area will be solved. We feel, therefore, that there is a continued need for close and sympathetic contact between the colleges and the professional schools. Together, they should attempt to evaluate their requirements, define their standards of competence and set up curricula which will produce the type of professional men and women needed in the modern world. It must be clear that most of what they need to become competent and intelligent members of a complex society must come from the liberal arts college.

We would, therefore, respectfully repeat our recommendation of last year that your Commission be instructed to meet with representatives of the American Medical Association, Association of American Law Schools, The American Bar Association and the Association of American Medical Colleges. Representatives of the Committee of the American Conference of Academic Deans should also be present at such a Conference. Your Commission believes that such a meeting would be most valuable in opening new channels of understanding and cooperation.

Your Commission wishes to acknowledge with gratitude the leadership and guidance of our Executive Director, Dr. Guy E. Snavely; in addition, we must express our appreciation to Dean Victor A. Rapport of Wayne University, who has been most helpful in presenting the suggestions and conclusions of the American Conference of Academic Deans to your Commission.

The entire situation in pre-professional education still presents a great challenge and opportunity for the liberal arts college to emphasize continuing tradition of liberal education for the professions. Medical schools and law schools can graduate competent physicians and lawyers. What will make them great and good physicians and lawyers, responsible citizens, lovers of freedom and humanity, is what we, in the liberal arts colleges alone can and must give them—a profound sense of values, an integrity of heart and mind which will enable them to make a significant contribution to the world of tomorrow.

COMMISSION ON PUBLIC RELATIONS

FRANC L. McCLUER, Acting Chairman President, Lindenwood College

YOUR Commission on Public Relations reaffirms its confidence in the program of purposeful action recommended and approved at the Los Angeles meeting of the Association of American Colleges in 1953. It regrets that unavoidable circumstances have prevented a full meeting of the joint committee composed of representatives of the Association and representatives of the American College Public Relations Association.

The Commission recommends that:

1. The present arrangement with the ACPRA be continued: Under this arrangement the Association provides office space of two rooms and an annual appropriation of \$1000 for the ACPRA.

2. That a committee of three representatives from the Association's Commission on Public Relations and three representatives from the ACPRA be constituted a joint committee further to discuss plans of mutual interest and to implement the program of action outlined at the Los Angeles meeting.

COMMISSION ON TEACHER EDUCATION

RUSSELL D. COLE
PRESIDENT, CORNELL COLLEGE

THE Commission on Teacher Education has been represented during the year at a number of conferences on the education of teachers for the purpose of expressing the viewpoint of the liberal arts colleges on this subject. The liberal arts colleges, across the years, have supplied a large number of elementary and secondary school teachers and presently the demand for such teachers is increasing and shall continue to do so. Members of this Association are urged to attend such conferences in their areas, and particularly in their own states, and, to make clear the contribution, the stake and the viewpoint of the liberal arts colleges in the program of teacher education.

Dean Frank R. Kille of Carleton College has maintained for the Commission the National Roster of Prospective College Teachers which seeks to identify those who may be entering the college teaching field. The Commission is of the opinion that the National Roster is exceedingly important and a special committee is to be appointed to evaluate the Roster program and to recommend such procedures as may increase its effectiveness.

The study on the baccalaureate origins of college teachers is being continued under a grant made a year ago by the Association, and a report is expected in the near future.

Your Commission is aware of the situation at present developing in connection with the establishment of the National Council on Accreditation of Teacher Education and has examined briefly the facts pertinent thereto.

The National Council on Accreditation of Teacher Education, as at present constituted, includes representation from the American Association of Colleges for Teacher Education, the National Association of State Directors of Teacher Education and Certification, National Commission on Teacher Education and Professional Standards of the NEA, National Council of Chief State School Officers and the National School Boards Association. While liberal arts colleges with teacher education programs are represented in the membership of the AACTE, it is essentially a professional teacher education association. The new council is

scheduled to assume the accrediting functions of the AACTE on July 1st of this year.

It would appear that the proposed program carries with it the inherent weaknesses and dangers, as well as the strengths, which normally accompany the development in any professional area of centralized national accrediting procedures. The critical question is not so much one of present organizational objectives. It concerns rather the use of accrediting lists by the state departments and the local school boards. If these lists are used as an exclusive basis for the issuance of new teaching permits and the employment of teacher personnel, accrediting may be translated into a weapon by which a single professional area can, at least in part, dictate educational policy to an entire institution.

It is the judgment of your Commission that the best results will be achieved by continuing our present efforts to relate the National Council on Accrediting Teacher Education to the re-

gional accrediting agencies.

Your Commission is cooperating with the National Commission on Accrediting, with the American Council on Education's Committee on Cooperation in Teacher Education, and with other related organizations.

Your Commission strongly recommends that there be no precipitous action either by the Association of American Colleges or by individual institutions.

The Commission plans to inform the members of the Association of any important developments that may occur.

COMMITTEE ON PUBLIC LAW 550

WILLIAM P. TOLLEY CHANCELLOR, SYRACUSE UNIVERSITY

A YEAR ago at the Annual Meeting of the Association of American Colleges at Los Angeles a resolution was passed urging the amendment of Public Law 550 and requesting the appointment of an action committee to implement the resolution. Very shortly thereafter Dr. Snavely appointed the following committee:

Chancellor William P. Tolley, Syracuse University, Chair-

President John C. Baker, Ohio University

President Gordon K. Chalmers, Kenyon College

President Philip G. Davidson, Jr., University of Louisville

President I. Lynd Esch, Indiana Central College

President Vincent J. Flynn, College of St. Thomas

President Francis P. Gaines, Washington and Lee University

President William H. Gill, Colorado College

President Rufus C. Harris, Tulane University

President Theodore M. Hesburgh, University of Notre Dame

President G. D. Humphrey, University of Wyoming

President Walter C. Langsam, Gettysburg College

President Albert A. Lemieux, Seattle University

President J. Walter Malone, Millikin University

President M. E. Sadler, Texas Christian University

President Robert J. Slavin, Providence College

Dean Robert M. Strozier, University of Chicago President John J. Theobald, Queens College

Members of the committee appeared before the House of Representatives Sub-Committee on Education and Training of the Committee on Veterans' Affairs on June 22, 23 and 24. In these hearings your committee called attention to weaknesses in the operation of Public Law 550 and requested a separation of subsistence from costs of instruction.

Some of the other educational associations at the national level felt that Public Law 550 had been in operation too short a time to place any great reliance on the results of the questionnaire of the United States Office of Education on Korean veteran enrolment for the Fall of 1952. There was general agreement that the pattern of distribution of veterans appeared to be different

from that of Public Law 346, but the argument was used that the distribution of freshmen veterans (63.9 in public institutions, 36.1 in private institutions) did not represent an adequate sampling of Korean veterans. Because of the mandate from the Association to work for the amendment of Public Law 550, your committee probably would have pressed for action by the 83d Congress in 1953 but for the number and importance of administration bills requiring action in the closing weeks of the First Session. On the advice of Congressman William L. Springer of Illinois, we agreed to delay any action until this year. We did, however, appoint a Chairman for each state, issued a progress report to the members of the Association and cooperated with other agencies in preparing a questionnaire which was to be sent out by the United States Office of Education in the Fall of 1953. That questionnaire was mailed to the institutions by the United States Office of Education in October, 1953. On December 30 representatives of your committee met with representatives of the American Council on Education and Dr. Herbert S. Conrad to discuss the preliminary findings of the questionnaire. It was the feeling of the group that the preliminary findings were inconclusive and that the returns were incomplete. We expected a public announcement concerning the preliminary data, but were nonetheless surprised when on January 5, 1954, the opening paragraph of a press release from the United States Office of Education read as follows:

"Male Korean veterans who enrolled in college for the first time this Fall followed the general pattern of male non-veterans in choosing between private and public institutions and between low tuition schools and those with higher rates.

"S. M. Brownell, Commissioner of Education, Department of Health, Education, and Welfare made this announcement today as he reported the preliminary findings of a survey by the Office of Education. This information was based on returns from 1,472 (70%) of the nation's 1,871 institutions of higher education."

Comparing both full-time and part-time enrolments of Korean veterans with non-veterans, the report continued:

"The returns thus far indicate no substantial difference between the Korean veterans and the non-veterans in selecting colleges on the basis of the two factors covered in the survey—enrolments in private as compared with public institutions and enrolments in higher-tuition colleges as compared with lower-cost schools."

We believe that the conclusions announced are not fully supported even by the data included in the press release. In the case of first-time full-time male Korean veterans, the distribution was 59.9 per cent for public institutions and 40.1 per cent for private institutions as compared with the non-veteran full-time first-time male enrolment of 55.8 per cent and 44.2 per cent. This accelerates the imbalance between public and private institutions and is, therefore, of concern to those who have been studying the effect of Public Law 550 on the dual system of higher education in America.

In this preliminary report of the United States Office of Education only 55 per cent of the college students enrolled in accredited colleges are included. The omissions are significant. In the state of California the Office of Education study does not include any reports from Pomona College, Stanford University, The University of Southern California, The University of California at Los Angeles or the University of California at Berkeley. In Illinois there are no reports from the University of Chicago, Northwestern University or the University of Illinois. In Pennsylvania there are no reports from the University of Pittsburgh, Pennsylvania State University, The University of Pennsylvania and Villanova University. In the District of Columbia and Maryland there are no reports from George Washington University, American University, Georgetown University or the University of Maryland. In New York State we would have to generalize from data in which some of the missing institutions are Columbia University, Fordham University, Cooper Union, Wagner Memorial Lutheran College, Bard College, St. Bernardine of Siena College, Union College and University, Syracuse University, Cornell University, Alfred University, The University of Rochester, The University of Buffalo and the State University of New York.

Representatives of your committee have been working with the data of the United States Office of Education questionnaire in an effort to determine their meaning. We should like to thank the members of the United States Office of Education staff for the excellent cooperation they have given us in this connection. Your committee senses the danger of generalizing from statistics. It is expected that the Office of Education will complete its study and secure a report from the many important institutions not now accounted for. When the report is completed there may be a further skewing of the veteran enrolment totals toward publicly supported institutions, but it would be premature to make this claim at the present time.

Members of your committee have examined the questionnaires that were returned to the United States Office of Education by the colleges and universities. Even though the report is incomplete, we should like to make the following observations: (1) The number of Korean veterans who have enrolled in college this fall under Public Law 550 is much less than was anticipated. It had been assumed by the Veterans' Administration that the percentage of Korean veterans availing themselves of educational opportunities under Public Law 550 would be approximately the same as under Public Law 346. This is not the case. (2) The distribution of student veterans under Public Law 550 appears to be very different from the distribution under Public Law 346. (3) Under Public Law 550 the choice of institutions by veterans is largely controlled by the economic factor. Because the educational benefits under Public Law 550 are less adequate than those under Public Law 346, the veteran is either discouraged from entering college or restricted in his choice of institutions to those he can afford to attend.

The Korean veterans are to a very great extent a day student group, commuting from their homes. Privately endowed institutions located in large cities are not affected adversely to any substantial degree. The type of institution most seriously affected is the traditional four-year college of liberal arts not located in an urban setting. Because of the cost of tuition, board and room, these institutions are beyond the Korean veteran's financial reach.

(4) Even on the basis of the data in the United States Office of Education the operation of Public Law 550 does accelerate the imbalance of our dual system of higher education. We are inclined to believe that this imbalance will be greater when the report from institutions is more complete.

In meeting the needs of the veterans and correcting the weakness of Public Law 550 it is important that the allowance for instructional costs be separated from that provided for subsistence. When this is done one sees more clearly the essential difference between P.L. 346 and P.L. 550 and the extent to which the Korean veteran was disadvantaged as compared with the veteran of World War II. To do justice to the veteran, it is imperative that we increase the allowance for subsistence in recognition of the impact of inflation since the beginning of the Korean conflict.

The Committee on Public Law 550 believes that in order to correct the wrongs created by P.L. 550 legislation is needed which will provide for the following:

- A. The separate identification and payment of subsistence allowances to veterans and of educational cost-grants to institutions:
- B. The establishment of equal subsistence allowances for veterans;
- C. The establishment of equal educational cost-grants for institutions; and
- D. A subsistence allowance for Korean veterans which takes cognizance of the increase in living costs since the beginning of the Korean conflict.

MEETING OF PRESIDENTS' WIVES

RUTH KELLEY MONTGOMERY

WIFE OF PRESIDENT, MUSKINGUM COLLEGE

THE scheduled meeting of the Presidents' Wives of the Association of American Colleges was held at 9:30 Λ.Μ., Wednesday, January 13, 1954.

It was pleasant to greet old friends and to meet new ones.

While latecomers were still arriving, the Chairman suggested that each woman present tell her name, her college and where located, and one or two brief pertinent facts concerning the college.

The Chairman suggested some discussion concerning a more businesslike organization of the Presidents' Wives so that it would be easier to plan and work out a good, helpful and interesting program from year to year.

There was some animated discussion and a unanimous feeling that this Annual Meeting is of real value and pleasure to the Presidents' Wives who attend.

It was suggested that the group elect an executive secretary who will see to it that all the wives are notified of this Annual Meeting. The women reluctantly agreed that most men, even college presidents, are proverbially forgetful and cannot always be relied upon to tell their wives about meetings of any kind.

Mrs. Theodore A. Distler, the wife of the President of Franklin and Marshall College, (whose husband is the newly-elected Executive Director of the Association of American Colleges), was unanimously elected executive secretary of the Presidents' Wives. She should be in an advantageous spot to help promote interest in the meeting for next year.

It was decided to elect a chairman each year to plan the program and preside at the meeting the following year.

Mrs. R. H. Fitzgerald, wife of Chancellor Fitzgerald of the University of Pittsburgh, (and the new President of the Association of American Colleges), was unanimously elected chairman. Mrs. Robert N. Montgomery of Muskingum College was asked to assist her in planning next year's program.

Dr. Guy E. Snavely stopped in for a brief word of greeting, and the women thanked him for his interest and help these past few years.

The Chairman expressed to the group her personal appreciation of Dr. Snavely's interest and cooperation in helping this group really get "under way."

She also introduced Mrs. Kenneth I. Brown, formerly of Denison University, whose husband is now the Executive Director of the Danforth Foundation in St. Louis. Mrs. Brown was chairman of the first meeting of the Presidents' Wives held in New York City in 1949, so it was a very special pleasure to have her present at this meeting.

It was a privilege to have Mrs. Guy E. Snavely present also, and the Chairman appreciated the help she gave during the meeting.

The morning meeting adjourned to be followed immediately by a luncheon also at the Netherland Plaza Hotel.

Mrs. John Cunningham of Davidson College, Davidson, North Carolina, whose husband was President of the Association of American Colleges during the past year, presided at the luncheon. It was a time of friendly fellowship and more conversation concerning what goes on in the busy life of a college president's wife.

After the luncheon, the women were fortunate in being guests of Thor Johnson, Director of the Cincinnati Symphony Orchestra, at Music Hall, where they enjoyed one of the inimitable Youth Concerts arranged and conducted by Mr. Johnson.

All in all—the wives had a "big day"—followed by the annual banquet of the Association that evening with another excellent program of music and speaking.

It is hoped that there will be a large attendance of Presidents' Wives at the meeting next year in Washington, D. C.

REPORT OF EXECUTIVE DIRECTOR

GUY E. SNAVELY

THE strength of a nation depends upon the strength of its citizens. The strength of the citizens depends on the amount, quality and type of their education.

The best education for democracy and freedom will, on the college level, depend mostly on three factors,—faculty, curriculum and financial support. Campus equipment, library and laboratory facilities are taken for granted.

Whether the student leaves his alma mater with ideals predominantly materialistic rather than spiritual will depend upon the faculty. The faculty will be largely responsible if the alumnus goes forth educated to think and act with honesty, with precision, with justice, with charity. The ideal teacher will be unselfish, patient, full of understanding, desirous to encourage both the laggard and the ambitious. For his arduous duties he will be inspired to have the best possible preparation for his highly rewarding task. He will ever continue to study and keep himself fully prepared.

A curriculum that overstresses offerings in any particular area is lopsided and augurs ill for a prospective leader or an educated follower in a free democracy. In this Atomic Age there seem to be threatening tendencies of an undue stress on studies in the natural sciences on one hand and an overweening interest in the social studies on the other hand. In the United States courses in the humanities, religion (frankly called "theology" in the Catholic colleges) and the fine arts have too often and too long taken a back seat to the social and natural sciences, particularly since the dawn of the twentieth century.

The tide has been turned somewhat in the past decade. Notable influences in this direction have been the results of the studies of the Commission on Liberal Education of the Association of American Colleges, published in its BULLETIN for May, 1943, in the well-publicized Harvard Report, and in many other less advertised reports of reasoning in this area, issued by faculties of other distinguished colleges and universities.

Great emphasis on courses in the scientific and technological area comes from industry in its restless search for engineers of

many types. Further pressure comes from lures in the form of multitudinous scholarship and fellowship grants for students majoring in the sciences. Even our federal government has voted liberal largesse in the establishment of the National Science Foundation, ostensibly for the development of scientific personnel for the national defense.

Many fear a tendency to "creeping socialism" among the leaders in the teaching of the social sciences. These feel that for our country to remain free and democratic, free enterprise must be allowed to thrive. Government checks and controls on local and national levels will be necessary: government ownership will mean political despotism.

Courses in religion and theology are sine qua non in church-related colleges. In his new book General Education and the Liberal College the Reverend William F. Cunningham, long-time member of the faculty of the University of Notre Dame, suggests a well-rounded curriculum for any good liberal arts college. He defends eloquently the inclusion of courses in "theology."

At a recent centennial celebration of Cornell College in Iowa, the thesis for offering courses in religion in a state institution was well defended by President Virgil M. Hancher and Professor M. Willard Lampe of the University of Iowa.

Encouraging are strong pronouncements in recent years by leaders in the great professions of medicine, law and ministry that they prefer candidates who have had a well-rounded undergraduate course rather than one slanted for their particular type of professional school.

To obtain and maintain a competent faculty of sufficient size to administer a worth-while curriculum, there will be needed adequate financial resources. The usual sources of income will include endowment interest, student fees, grants from church groups or state and municipal treasuries, and most recently in practically all colleges and universities annual gifts from alumni and other friends.

In face of rising costs and shrinking endowment income, the colleges are learning to balance their budgets through these annual gifts from alumni and friends. Thrilling is the spectacle of such universities as Yale, Princeton, Notre Dame, Dartmouth receiving upwards of a million dollars each in their annual appeals to the alumni.

Within the past quarter of a century church leaders have responded much more sympathetically to appeals for support of their church-related colleges. Too long had they exhibited an attitude of inertia or indifference to the fate of their foundlings. No wonder that so many of the colleges established by "blood, sweat and tears" of consecrated churchmen of yesteryear slipped away into the group of independent institutions.

Notable indeed has been the growth in annual contributions to the annual budgets of their affiliated colleges on the part of the Baptists, Lutherans and Methodists. Particularly is this increase of financial support noteworthy among the Southern Baptists who are concentrating their efforts on single institutions in individual states. As an illustration of increased support I can cite a well-known Methodist college in the South that now receives about \$100,000 annually from the church, whereas twenty years ago it was glad to get \$3,500 a year, with plenty of free advice and some unjust criticism thrown in for good measure.

Under the leadership of the Commission on Colleges and Industry of the Association of American Colleges, there has developed in recent years an annual giving of increasing dimensions by corporations. Heretofore, corporations have been increasingly liberal in making grants to higher education for specific projects from which they will receive some benefit in return. With legal approval in most states corporations are starting to make annual donations for the general operative expenses of the colleges. A healthful sign for both the corporation and the college is the mushroom growth over the past two years of state college foundations working in full cooperation in search for corporation gifts. Most encouraging in this area is the establishment in New York on November 1, 1953 of the Council for Financial Aid to Education, Inc. with the avowed purpose of promoting mutual understanding between American business corporations, labor organizations, foundations and citizens groups, and the nation's colleges and universities, toward encouraging more general private support of higher education.

Long ago has been laid to rest the ghost that a rich man's gift to a college or university will permit him to dominate its operation. Apropos is the story of John D. Rockefeller's conspicuous gift of a generation ago to the endowment of the Uni-

versity of Chicago. Tiring of yielding annually to the eloquent pleas of its distinguished president, William Rainey Harper, for sufficient funds to balance the budget, Mr. Rockefeller told Doctor Harper he would gladly make an outright gift, an unheralded amount for the time, if he would make social rather than financial calls in the future.

The reverse of the shield is not so encouraging. Not far from Chicago, just a few weeks ago, the president of one of our greatest state universities was given peremptory permission to resign instanter. Vivid in the memory of the speaker remain some experiences with governors in nearby states, when he was secretary-treasurer of the Southern Association of Colleges and Secondary Schools. Thanks to the leadership of this group, standards were maintained in the state schools and the governors failed of re-election.

In the President's Report on Higher Education, issued in 1948, conclusions are indicated that the days of the independent colleges are numbered. The fulfillment of such a prophecy, which God forbid, will spell the doom of our free democracy. Nothing will remain but the socialized state.

Acceptance of federal funds by independent colleges will mean the beginning of the end of free enterprise. Of course, this observation does not apply to government grants on a "quid pro quo" basis: a college could receive from the government, as well as from a corporation or an individual, a grant for research or some other special project. In this connection it is interesting to note that the federal government in the past year made a larger total of grants for research to independent universities, while the corporations gave a larger total of funds for research to state universities.

Recently an insidious effort has been started under the aegis of a powerful organization to clamp a totalitarian strangle hold on all our colleges and universities. This group is pressing for legislation in the various states that would require every higher institution to have its work reviewed annually by the state department of education. There would be an annual threat that each college may have its charter revoked or held on probation. Such an attempt was killed in a recent session of the Florida legislature by the quick action of some member presidents of the

Association of American Colleges who alerted their friends in the legislature as to the dangers involved to the freedom of the colleges, both state-supported and independently controlled.

May I reiterate what I have advocated on several previous occasions: our nation is unique in its twofold type of institutions of higher learning, the independent and the state-supported. Our greatness undoubtedly has been attained largely because of the steady growth of the colleges and universities of both types which are needed to supplement and complement each other. Until very recently the enrolment of students stood at about one million in each group: the reports of last fall's enrolment indicate that there will be a total enrolment of about 2,500,000 for 1953-54, with an increasingly larger number enrolled in the state-supported schools. Distinguished presidents of state universities have from time to time indicated the healthy rivalry involved in competition with the independent university. A late utterance on this point comes from Milton Eisenhower,* the well-known president of Pennsylvania State University:

It is the private institutions that set traditions, the standards of academic freedom in America. And because the private institutions do set and maintain these standards, we of the public institutions also enjoy the benefits of such freedom. If private institutions were ever to disappear, the politicians would take over the universities, and there would then be neither educational freedom nor any other kind.

In my swan song of last year I gave a rather replete report of the recent accomplishments of the Association and mentioned some of the opportunities for its future. With this brief outline of some of the serious problems facing the colleges, I am glad to indicate "finally" and "in conclusion" the pleasure and stimulation I have had in working with the member presidents of the Association and to thank the members of the Board of Directors, especially those of the current hectic year, for their unfailing encouragement and support. Particularly do I desire to pay tribute to the gracious and courteous cooperation of this year's president of the Association, John R. Cunningham, president of Davidson College. He has been ever on the alert for the best interests of the Association.

^{*} Note: Address given at the Annual Meeting of the Association of Land-Grant Colleges and Universities held in Washington, D. C., November 19, 1953.

REPORT OF BOARD OF DIRECTORS

FIVE well-attended meetings were held during the year: Januuary 7 at the Hotel Statler in Los Angeles, March 11, May 19 and November 18 in the Washington offices of the Association and January 12, 1954 in the Netherland Plaza Hotel in Cincinnati.

These are the more important matters considered by the Board during the year:

Congressional investigations: (a) by the Reece Committee which was concerned with the activities of the tax-exempt foundations, (b) by the several other House and Senate Committees concerned with reported communistic connections of college professors;

Possible revisions of Public Law 550 which refers to college education for Korean Veterans for which a special committee had been appointed upon authorization of the last Annual Meeting of the Association;

The Workshop held in Indianapolis, April 12-15, under the auspices of the Commission on Colleges and Industry;

Amendments to Federal Tax Laws that will be incorporated in the Federal Income Tax Code to be approved by the next session of the U.S. Congress which may be advantageous to prospective donors to member colleges and universities;

The increasing importance of the National Commission on Accrediting, particularly in the area of teacher education;

Scholarship plans of the National Science Foundation;

Incidental problems of various Commissions of the Association:

The careful and painstaking search for a new Executive Director whose selection will be announced officially at this Annual Meeting.

General Letters have gone out from the office giving detailed information concerning these problems.

The Board voted to suspend, at least temporarily, the Commission on International Cultural Relations and the Commission on Minority Groups in Higher Education. The Board felt that these commissions had rendered excellent service over the past years but that, for the present, the activities involved were being cared for by other groups.

On the recommendation of the Commission on Christian Higher Education the Board voted that \$5,000 from the 1953 membership fees be granted the Commission on Christian Higher Education of the National Council of Churches of Christ in the U.S.A. to assist in the expenses involved in the writing of a volume which would report the nature and role of the Christian colleges, the recent Research Project of the Association, plus an additional grant of \$1,000 for the purchase of 300 copies of the book to be distributed free to individuals who took part in the various faculty workshops that were held during the past two years in connection with the aforementioned Research Project.

Also on recommendation of our Commission on Christian Higher Education a grant of \$5,000 was allocated to Executive Director Snavely for his use in writing a history of Christian Higher Education in the United States, this appropriation to be expended for office rental, secretarial fees, travel and other incidental expenses.

The Board voted that Guy E. Snavely be given the title of Executive Director Emeritus whenever his successor takes office.

The Board voted grateful appreciation for assistance to the Indianapolis Workshop of the Commission on Colleges and Industry for the following grants:

Sloan Foundation \$2,573.75 Lilly Endowment 2,220.00

The following colleges were approved for membership in the Association:

Brandeis University, Waltham, Massachusetts Cardinal Stritch College, Milwaukee, Wisconsin Colegio Del Sagrado Corazon, Santurce, Puerto Rico Fairfield University, Fairfield, Connecticut Merrimack College, Andover, Massachusetts School of General Studies, Columbia University Southern Missionary College, Collegedale, Tennessee Trinity College, Burlington, Vermont University of North Dakota, Grand Forks, North Dakota Westmar College, Le Mars, Iowa.

Several applications for membership were declined because the applicants were not fully accredited as liberal arts colleges.

REPORT OF TREASURER

JOSEPH R. N. MAXWELL

PRESIDENT, BOSTON COLLEGE

SCHEDULE A

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS

January 1, 1953 to December 31, 1953

Cash Balance, January 1, 1953		\$ 40,422.78
Receipts:		
Membership dues:	A 200.00	
For the year 1952	\$ 300.00	
For the current year	51,490.00	
For the year 1952 For the current year For the year 1954 in advance	675.00	
Total dues	\$52,468	5,00
BULLETIN and reprints	5.741	.86
Books and pamphlets		.37
Books and pamphlets "Comprehensive Examinations"	20	.07
Contributions for Workshop of Co	mmission	
on Colleges and Industry from		
Alfred P. Sloan Foundation, I Lilly Endowment, Inc. Miscellaneous Contributions Interest on savings bank accounts	ne. 2.573	.75
Lilly Endowment, Inc.	2.200	.00
Miscellaneous Contributions	50	.00
Interest on savings bank accounts	979	23
Total Receipts		C4 000 00
Total Receipts		64,090.28
		\$104,513.06
Disbursements:		
Apportionment of membership due		
Arts Program	\$ 6,940	.00
Appropriations:		
American College Public Relation	ns	
Association	1.000	.00
Commission on Christian Higher the National Council of Church in the U.S.A., to assist in the report on nature and role of (nes of Christ e writing of the Christian	
College	5,000	.00
Administrative expenses:		
Salaries and annuities	\$23,639.92	
Rent		
Office expenses		
Travel	2.032.88	
Social Security taxes	159.00 125.00	
Anditing	125.00	
Office equipment	876 99	
omee equipment	31,386	0.5
Committees and Commissions	3,367	
National Roster of Prospective Coll	ogo Tonebors 1 110	
Commission on Colleges and Indust	rv—	,00
Workshop	4,773	75
Annual Meeting	9 096	86
Regional Conferences		
BULLETIN and reprints	10,185 225	.17
Membership dues, A.C.E. et al	225	
Total Disbursements		66,526,86
Balance, December 31, 1953		\$ 37,986.20

SCHEDULE B

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS SPECIAL PROJECTS

January 1, 1953 to December 31, 1953

January 1, 1953 to December 31, 1953	
Arts Program	
Balance, January 1, 1953	\$ 8,626.53
Receipts	,
Disbursements	
Balance, December 31, 1953	\$ 3,563.60
Commission on International Cultural Relations	
Balance, January 1, 1953	\$ 1,133.37
Balance, December 31, 1953	\$ 1,133.37
SCHEDULE C	
STATEMENT OF CASH BALANCES	
December 31, 1953	
Funds	
General Fund	\$37,986.20
Arts Program	
Commission on International Cultural Relations	1,133.37
Total	\$42.683.17
Composed of Balances in:	
Bowery Savings Bank	
Emigrant Industrial Savings Bank	
Franklin Savings Bank Union Trust Company of the District of Columbia	8,674.98 14,918.29
Cash on hand	
Total (as above)	
Ittal (as above)	442,000.11
SCHEDULE D	
BALANCE SHEET	
December 31, 1953	
Assets	
Cash in banks and on hand	\$42,683.17
Choral music at book value	9,300.00
Deposit with American Airlines	425.00
Total	\$52,408.17
Funds	
General Fund	\$38,411.20
Arts Program	3,563,60
Commission on International Cultural Relations	1,133.37
Circulating Library of Choral Music	9,300.00
(F-4-1 (1)	AFO 400 17

\$52,408.17

Total (as above)

STATEMENT OF INCOME AND EXPENDITURES **FOR 1952, 1953 AS COMPARED** WITH 1954 BUDGET

***************************************	2020		
Income	1952	1953	Budget 1954
Membership dues	\$51,200.00	\$52,465.00	\$52,925.00
BULLETIN and reprints		5,741.86	5,500.00
Books and pamphlets		51.37	35.00
"Comprehensive Examinations"		29.07	20.00
Interest on savings accounts	733.00	979.23	550.00
Other	2,100.00	4,823.75	1,133.37
Total	\$58,831.06	\$64,090.28	\$60,163.37
Expendi	tures		
Salaries and annuities	\$23,639,92	\$23,639.92	\$27,239.92
Rent	2,900.04	3,050.02	3,300.00
Office expense	1,911.06	1,503.01	1,200.00
Travel	1,760,54	2,032.88	2,000.00
Social Security	159.00	159.00	190.00
Auditing	125.00	125.00	125.00
Office equipment	186.25	876.22	300.00
Committees and commissions	2,545.17	3,367.90	2,200.00
National Roster	3,112.60	1,110.93	*************************
Annual Meeting	1,989.26	2,026.86	1,500.00
Regional conferences	534.55	511.20	600.00
BULLETIN and reprints	8,066,41	10,185.17	10,000,00
Membership in associations	125.00	225.00	225.00
Allocation to Arts Program	6,840.00	6,940.00	3,500,00
Appropriations: ACPRA	3,000.00	1,000.00	1,000.00
CCHE	5,000,00	5,000,00	6,000,00
"Corporate Giving"	3,500,00	-,	0,000,00
Commission on Colleges and Industry Workshop	-,	4,773.75	
Lilly Endowment, Inc. CCHE Research	1,500.00	.,	
Total	\$66,894.80	\$66,526.86	\$59,379.92
Balance on current operations			\$ 783,45
Deficit on current operations transferred from reserves	\$ 8,063.74	\$ 2,436.58	

Tait, Weller & Baker
Certified Public Accountants
Philadelphia—New York
We certify that, in our opinion, the foregoing statements of Cash Receipts and Disbursements for the year ended December 31, 1953 properly present the transactions as reflected by the books and records of the ASSOCIATION OF AMERICAN COLLEGES.

Respectfully submitted,
(Signed) Tait, Weller & Baker
Certified Public Accountants

THE OFFICIAL RECORDS

Minutes of the 40th Annual Meeting of the Association of American Colleges

January 12-14, 1954

Hotel Netherland Plaza, Cincinnati, Ohio

First Session

THE fortieth Annual Meeting of the Association of American Colleges was called to order at 8:00 P.M., January 12, 1954 by the President, John R. Cunningham, President of Davidson College. The invocation was pronounced by President Wallace M. Alston of Agnes Scott College.

President Cunningham reported the appointment of the following committees:

Committee on Nominations

President Vincent J. Flynn, College of St. Thomas, Chairman President Eugene S. Briggs, Phillips University President Victor L. Butterfield, Wesleyan University President G. D. Humphrey, University of Wyoming President Anne Gary Pannell, Sweet Briar College

Committee on Resolutions

President Paul S. Havens, Wilson College, Chairman President Stewart H. Smith, Marshall College President Jay F. W. Pearson, University of Miami Sister M. Madeleva, President, St. Mary's College President Earl A. Roadman, Morningside College

The theme of the program of the Annual Meeting was "Financing Liberal Education." Over 700 delegates were in attendance.

The Most Reverend Karl J. Alter, Archbishop of Cincinnati, gave an inspirational address on the theme of the Annual Meeting.

The Right Reverend Henry Knox Sherrill, Presiding Bishop of the Protestant Episcopal Church in the U.S.A., spoke to the meeting on "The Colleges and Christian Leadership."

Note: The addresses and reports of officers, commissions and committees are to be found in earlier sections of this issue of the Bulletin.

Second Session

President Cunningham called the Wednesday morning session to order promptly at 9:30 A.M., January 13, 1954. Prayer was offered by President Charles J. Turck of Macalester College. Treasurer Joseph R. N. Maxwell presented the auditor's statement for the fiscal operation of the past year and reported on the proposed budget for the coming year. On motion the report was approved and the budget adopted.

The Executive Director summarized in his report the year's activities. He gave also the Report of the Board of Directors. On motion both reports were received and recommendations contained in the Report of the Board of Directors approved.

President William G. Ryan of Seton Hill College proposed an amendment to the By-Laws of the Commission on Christian Higher Education to be acted upon at the afternoon session.

President Cunningham then introduced the newly elected member presidents to the meeting and the presidents of new member institutions, also Lt. General H. A. Craig of the National War College in Washington, D. C.

Addresses on FINANCING LIBERAL EDUCATION were delivered by the following representatives of different types of colleges and universities:

President E. Wilson Lyon, Pomona College (Independent)
President Rosemary Park, Connecticut College (Woman's)
President Hardy Liston, Johnson C. Smith University (Negro)
President Norman P. Auburn, University of Akron (Munici-

pal)
President T. R. McConnell, University of Buffalo (Independent)

The following commission reports were presented:

Insurance and Annuities by Chairman LeRoy E. Kimball, Vice Chancellor of New York University,

Arts by Assistant Director of the Arts Program, Miss Norwood Baker, acting for Chairman Calvert N. Ellis who was detained because of illness.

Public Relations by Acting Chairman Franc L. McCluer, President of Lindenwood College.

Third Session

The Wednesday afternoon session was presided over by Chancellor R. H. Fitzgerald, Vice President of the Association. Sec-

retary William G. Ryan of the Commission on Christian Higher Education presented a panel on "Financing Church-Related Colleges," participated in by the following:

President John A. Flynn, St. John's University
President John L. Knight, Baldwin-Wallace College
President Harold W. Tribble, Wake Forest College
Executive Secretary William L. Young, Board of Education, American Lutheran Church.

Additional reports on "Financing Liberal Education" were presented by Chancellor J. D. Williams, University of Mississippi, representing state Colleges, and President G. D. Humphrey, University of Wyoming, speaking for land-grant colleges.

President William G. Ryan moved that the amendment to the By-Laws of the Commission on Christian Higher Education which had been discussed in the morning session be adopted by the Association. After some further explanation the motion was carried unanimously. These amended By-Laws will be published in the College and Church section of the Bulletin.

Chancellor William P. Tolley of Syracuse University, Chairman of the Association of American College's Committee on Public Law 550 appointed at the Annual Meeting held in Los Angeles a year ago, presented the following resolution:

WHEREAS veterans availing themselves of educational provisions under Public Law 550 have been denied the benefits accorded to World War II veterans, and

WHEREAS the nation is not benefiting under Public Law 550 from the trained manpower potential to the same degree as under the educational provisions accorded World War II veterans, and

WHEREAS Public Law 550 has for the second consecutive year caused an abnormal distribution of veteran enrolment in institutions of higher learning, thereby significantly disturbing the traditional equilibrium of the dual system of education which has been a major source of strength, freedom and vitality in higher education in America,

NOW THEREFORE BE IT RESOLVED that the Association of American Colleges re-affirm its desire in seeking the amendment of Public Law 550, and that the Association's Committe on Public Law 550 be authorized to represent the Association in this regard, and ordered to continue its work.

After detailed explanation by Chancellor Tolley as to what was involved there was discussion participated in by President

Irwin J. Lubbers of Hope College, Secretary Edward J. Rooney of the Jesuit Educational Association, President Harold L. Yochum of Capital University, President Carter Davidson of Union College, President John J. Theobald of Queens College, President Arthur G. Coons of Occidental College, Vice President John E. Fields of the University of Southern California and President Andrew C. Smith of Spring Hill College.

The recommendations contained in the Resolution were adopted.

President Eugene S. Briggs of Phillips University, Chairman of the Commission on Academic Freedom and Academic Tenure made his report.

Chairman Vincent J. Flynn reported for the Committee on Nominations. On motion the report was adopted. The names of the officers and committee members elected are printed in the front pages of the *Bulletin*.

Fourth Session

The Annual Dinner was held at 7:00 P.M. with President Cunningham acting as toastmaster. Music, unusually well-received, was furnished by Glenn Schnittke, Tenor, on the Association Arts Program. The group was addressed by Dag Hammarskjold, Secretary-General of the United Nations, on the work and future of the United Nations: this address was carried in full over Radio Station WKRC.

Instead of making one presidential address President Cunningham gave two inspiring short talks: in the first he commented graciously and eloquently on the work of the retiring Executive Director. After reading the following letter a response of appreciation was given by Executive Director Snavely:

DAVIDSON COLLEGE Davidson, North Carolina

Office of the President

January 12, 1954

Dear Friend:

The Board of Directors has asked me to express to you on their behalf, and on behalf of the entire Association of American Colleges, their deep and lasting appreciation of the sixteen years of devoted and effective service you have rendered to the cause of the Liberal Arts and Sciences and to the member institutions of this Association. In doing so, it is our pleasure to provide for you at this time of your retirement some tangible expression of our affectionate regard and good wishes for the years ahead. We have arranged, therefore, to provide you with a nice desk and chair for your use, particularly as you write that new book, "A Survey History of Christian Higher Education in the United States," which we understand is to be your next project after you yield this office as Executive Director.

It is our desire that you make a selection of the desk and chair which is most suitable to your uses and at the time you may find most convenient. We have asked Mrs. Tuma to represent us in the selection and in handling the account.

May God's richest blessings attend you and Mrs. Snavely.

Very cordially,

J. R. CUNNINGHAM

Dr. Guy E. Snavely Association of American Colleges Washington 6, D. C.

Thereupon President Cunningham outlined in some detail the search for the new Executive Director and spoke in complimentary terms of President Theodore A. Distler of Franklin and Marshall College whom he presented as the new Executive Director. Dr. Distler read a fine statement of his ideals and plans which is carried as the first item of this issue of the Bulletin.

Fifth Session

The Thursday morning session was called to order at 9:30 A.M. by President Cunningham who offered prayer.

Thought-provoking talks were given on "Financing Liberal Education" by Dean Rusk, President of the Rockefeller Foundation, Wilson Compton, President of the Council for Financial Aid to Education and Alumni Secretary James E. Armstrong of the University of Notre Dame.

Fred O. Pinkham, Executive Secretary of the National Commission on Accrediting, spoke on the work and progress of the Commission. His address will be in the May Bulletin.

Reports were heard from chairmen: President Frank H. Sparks for the Commission on Colleges and Industry, President Russell D. Cole for the Commission on Teacher Education.

President Paul S. Havens, Chairman of the Committee on Resolutions, presented the following resolutions which were unanimously adopted:

REPORT OF COMMITTEE ON RESOLUTIONS

The problem of financing higher education is acute. We note with satisfaction and gratitude the growing consciousness of American business and industry that they have a stake in higher education.

Be it resolved that we hereby record our recognition of the part that national and local corporations are playing in helping to relieve the financial problems of the independent college and our hope that their response to the financial needs of the independent college will increase; and

Be it further resolved that we hereby express to its sponsors our appreciation for the organization of the Council for Financial Aid to Education and for the assistance that the Council is giving corporations in clarifying the means by which they can extend financial aid to the independent college.

Be it resolved that the Association of American Colleges commends the work of the National Commission on Accrediting and encourages all colleges to continue the support of the Commission's program.

Despite the inability of nations thus far to achieve it, international disarmament remains a goal which the world must strive to attain.

Be it resolved, therefore, that the Association of American Colleges commend the principle expressed in the House Concurrent Resolution 132, bipartisan resolution, now before the House Committee on Foreign Affairs, which states that it continues to be the declared purpose of the United States to obtain, within the United Nations, agreements by all nations for enforceable universal disarmament under United Nations inspection and control.

Atomic energy has thus far been discussed chiefly as a military weapon. The discussions lately proposed by President Eisenhower of atomic energy as a resource for civilian or practical use are not only wise economically but also sound psychologically.

Be it resolved, therefore, that the Association of American Colleges commend the initiative of the President in calling for international discussion of atomic energy for peaceful purposes.

The program for this year's meetings has been highly stimulating and thought-provoking. The arrangements have been excellently planned and efficiently handled.

Be it resolved that the members of the Association of American Colleges extend their thanks and congratulations for work well done to President John R. Cunningham, President of the Association, to Dr. Guy E. Snavely, Executive Director, and to the members of the Board of Directors.

Resolved that the members of this Association express their appreciation to Mr. Marvin W. Topping, Executive Secretary of the American College Public Relations Association, and to the

Cincinnati communications through press, radio and telecasting agencies whereby the splendid news coverage of meetings, reports and findings of this fortieth session of the Association of Ameri-

can Colleges has been carried to the nation.

Dr. Guy Everett Snavely holds a bachelor's and doctor's degree from a member institution of this Association. He has served three others in some full-time capacity; and 21 have honored him and themselves by conferring an honorary degree upon him. In 1937 he became Executive Director of the Association, and in that capacity he has directly and indirectly promoted the welfare of every member institution. His acquaintance with American colleges and universities and with their principal officers is probably unequalled by that of any other living person. This fact has made it possible for him to speak with authority concerning American higher education and to interpret its aims, its practices and its needs to the non-educational world. Within the Association itself he has drawn member institutions into closer cooperation with one another, emphasizing their common purposes while at the same time stoutly defending their right to be different. At no time have his services been more effective on behalf of American colleges and universities than during the trying years of the Second World War and the aftermath in Korea. Since Dr. Snavely will withdraw from his post as Executive Director of the Association before the next Annual Meeting of the Association.

Be it resolved that the members of the Association of American Colleges hereby express to Dr. Guy Everett Snavely their deep gratitude for the loyal and skillful service that he has rendered to it as a corporate body and to its member institutions severally and express their affectionate hope that he will now enjoy many years of well-deserved rest and of useful activity of

his own choice.

Sixth Session

The final session of the Annual Meeting, a luncheon, was held at 12:30 P.M. An eloquent and stimulating address on "Confessions of an Ex-President" was delivered by Mrs. Douglas Horton, former president of the Association.

The Annual Meeting adjourned about 2:00 P.M.

ON VOTE OF THE BOARD OF DIRECTORS, THE NEXT ANNUAL MEETING IS TO BE HELD JANUARY 11-13, 1955 AT THE HOTEL STATLER, WASHINGTON, D. C.

On January 12 the Commissions and Committees of the Association held meetings. On that day was held a well-attended meeting of the American Conference of Academic Deans. There were sessions also of the Executive Committee of the Division of Higher Education of the National Catholic Educational Association and the University Senate of the Methodist Church.

On the afternoon of January 11 and throughout January 12 were held a number of meetings of denominational educational groups and of the Commission on Christian Higher Education of the National Council of the Churches of Christ in the United States of America.

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The wives of member presidents had an enthusiastic and well-attended meeting on the forenoon of January 13, under the chairmanship of Mrs. Robert N. Montgomery, wife of the president of Muskingum College. The group agreed that the wife of the president of the Association should serve as their president and that the wife of the Executive Director serve as Executive Secretary.

MEMBERS OF THE ASSOCIATION OF AMERICAN COLLEGES

OFFICERS AND MEMBERS OF THE BOARD OF DIRECTORS FOR THE YEAR ENDING JANUARY, 1955

GUY E. SNAVELY

Executive Director to June 30, 1954
THEODORE A. DISTLER
Executive Director from July 1, 1954

726 Jackson Place, N. W., Washington 6, D. C. 19 W. 44th Street, New York 36, N. Y.

OFFICERS OF THE ASSOCIATION FOR 1954-55

President: R. H. Fitzgerald, Chancellor, University of Pittsburgh.

Vice President: Joseph R. N. Maxwell, President, Boston College.

Treasurer: J. Ollie Edmunds, President, Stetson University.

Executive Directors: Guy E. Snavely and Theodore A. Distler.

Executive Director Emeritus: Robert L. Kelly, Claremont, California.

Board of Directors: (additional members) Arthur G. Coons, President, Occidental College; William W. Whitehouse, President, Albion College; G. D.

Humphrey, President, University of Wyoming; Frank Hugh Sparks, President, Wabash College.

By order of the Association, in the case of universities the unit of membership is the university college of liberal arts. Unless otherwise indicated the name of the president or the chancellor is given in the column headed Executive Officer.

INSTITUTION

EXECUTIVE OFFICER

ALABAMA

Alabama College, Montevallo	Franz E. Lund
Alabama Polytechnic Institute, Auburn	Ralph B. Draughon
Birmingham-Southern College, Birmingham	George R. Stuart
Howard College, Birmingham	Harwell G. Davis
Huntingdon College, Montgomery	Hubert Searcy
Judson College, Marion	J. I. Riddle
Miles College, Birmingham	W. A. Bell
Spring Hill College, Spring Hill	Andrew C. Smith

Talladega College, Talladega	Arthur D. Gray
Tuskegee Institute, Tuskegee	Luther H. Foster
University of Alabama, University	Oliver C. Carmichael

ALASKA

University of Alaska, College	University of	Alaska, College			Terris Moor
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ARIZONA

Arizona State College, Tempe	Gra	dy Gammage
University of Arizona, Tucson	Richa	rd A. Harvill

ARKANSAS

Agricultural, Mechanical and Normal College, Pine Bluff

Arkansas State College, Jonesboro	Lawrence A. Davis Carl R. Reng
College of the Ozarks, Clarksville	
Hendrix College, Conway	Matt L. Ellis
Ouachita College, Arkadelphia	Ralph A. Phelps, Jr.
Philander Smith College, Little Rock	M. LaFayette Harris
University of Arkansas, Favetteville	John T. Caldwell

CALIFORNIA

Claremont Men's College, Claremont College of the Holy Names, Oakland Sister M. 1	ee A. DuBridge ge C. S. Benson Francis Raphael Robert E. Burns
College of the Holy Names, Oakland Sister M.	Francis Raphael
0 11 A 11 TO 14 Ct. 11	Robert E. Burns
College of the Pacific, Stockton	
Dominican College, San Rafael Siste	r Mary Patrick
George Pepperdine College, Los Angeles	Hugh M. Tiner
Immaculate Heart College, Los Angeles Sist	ter Mary Thecla
La Sierra College, Arlington Godfr	rey T. Anderson
La Verne College, La Verne Hare	old D. Fasnacht
Loyola University, Los Angeles Ch	arles S. Casassa
Mills College, Oakland Lyn	nn T. White, Jr.
Mount St. Mary's College, Los Angeles Mother Agnes Ma	arie O'Laughlin
Occidental College, Los Angeles	Arthur G. Coons
Pacific Union College, Angwin	John E. Weaver
Pasadena College, Pasadena Westl	ake T. Purkiser
Pomona College, Claremont Colleges, Claremont	E. Wilson Lyon
St. Mary's College, St. Mary's College P. O.	Brother Thomas
San Francisco College for Women, San Francisco Mothe	r Leonor Mejia
San Francisco State College, San Francisco J	. Paul Leonard
Scripps College, Claremont Colleges, Claremont	Frederick Hard
Stanford University, Stanford University J. E. V	Wallace Sterling
University of Redlands, Redlands George	ge H. Armacost
University of San Francisco, San Francisco W	illiam J. Dunne

University of Santa Clara, Santa Clara	Herman Hauck
University of Southern California, Los	Angeles Fred D. Fagg, Jr.
Whittier College, Whittier	Paul S. Smith

COLORADO

Colorado College, Colorado Springs	William H. Gill
Loretto Heights College, Loretto	Sister Frances Marie
Regis College, Denver	
University of Colorado, Boulder	Ward Darley
University of Denver, Denver	Chester M. Alter

CONNECTICUT

Albertus Magnus College, New Haven	Sister Mary Lucia
Connecticut College, New London	
Fairfield University, Fairfield	Joseph D. FitzGerald
Saint Joseph College, West Hartford	
Trinity College, Hartford	Albert C. Jacobs
University of Bridgeport, Bridgeport	James H. Halsey
Wesleyan University, Middletown	Victor L. Butterfield
Yale University, New Haven	A. Whitney Griswold

DISTRICT OF COLUMBIA

American University, Washington	Hurst R. Anderson
Catholic University of America, Washington	Bryan J. McEntegart
Dunbarton College of Holy Cross, Washington	Sister M. Mildred Dolores
George Washington University, Washington	C. H. Marvin
Georgetown University, Washington	Edward B. Bunn
Howard University, Washington	Mordecai W. Johnson
Trinity College, Washington	
Washington Missionary College, Takoma Park	William H. Shephard

FLORIDA

Barry College, Miami	Sister M. Dorothy, Dean
Bethune-Cookman College, Daytona Beach	Richard V. Moore
Florida Agricultural and Mechanical College, Ta	allahassee
	George W. Gore Jr.
Florida Normal and Industrial Memorial College	, St. Augustine
	R. W. Puryear
Florida Southern College, Lakeland	Ludd M. Spivey
Florida State University, Tallahassee	Doak S. Campbell
Rollins College, Winter Park	Hugh F. McKean
Stetson University, DeLand	J. Ollie Edmunds
University of Florida, Gainesville	John S. Allen, Acting
University of Miami, Coral Gables	Jay F. W. Pearson

Ellwood C. Nance

University of Tampa, Tampa

GEORGIA

GEORGIA	
Agnes Scott College, Decatur	Wallace M. Alston
Atlanta University, Atlanta	Rufus E. Clement
Berry College, Mount Berry	Robert S. Lambert
Bessie Tift College, Forsyth	Carey T. Vinzant
Brenau College, Gainesville	Josiah Crudup
Clark College, Atlanta	James P. Brawley
Emory University, Emory University	Goodrich C. White
Georgia Institute of Technology, Atlanta	Blake R. Van Leer
Georgia State College for Women, Milledgeville	Henry King Stanford
LaGrange College, LaGrange	Waights G. Henry, Jr.
Mercer University, Macon	George B. Connell
Morehouse College, Atlanta	Benjamin E. Mays
Morris Brown College, Atlanta	
Paine College, Augusta	E. C. Peters
Piedmont College, Demorest	James E. Walter
Shorter College, Rome	
Spelman College, Atlanta	Albert E. Manley
University of Georgia, Athens	Omer C. Aderhold
Valdosta State College, Valdosta	
Wesleyan College, Macon	B. Joseph Martin

HAWAII

University of	Hawaii	Hanalulu	Group M	. Sinclair

IDAHO

College of Idaho, Caldwell	Paul M. Pitman
Idaho State College, Pocatello	Carl W. McIntosh, Jr.
Northwest Nazarene College, Nampa	John E. Riley
Ricks College, Rexburg	John L. Clarke

ILLINOIS

Augustana College, Rock Island	Conrad Bergendoff
Aurora College, Aurora	Theodore Pierson Stephens
Barat College of the Sacred Heart, Lake Forest	
Blackburn College, Carlinville	Robert P. Ludlum
Bradley University, Peoria	
Carthage College, Carthage	Harold H. Lentz
College of St. Francis, Joliet	
De Paul University, Chicago	Comerford J. O'Malley
Elmhurst College, Elmhurst	Henry W. Dinkmeyer
Eureka College, Eureka	Burrus Diekinson
George Williams College, Chicago	John R. McCurdy
Greenville College, Greenville	Henry J. Long
Illinois College, Jacksonville	William K. Selden
Illinois Institute of Technology, Chicago	J. T. Rettaliata
Illinois Wesleyan University, Bloomington	Merrill J. Holmes

Knox College, Galesburg	Sharvy G. Umbeck
Lake Forest College, Lake Forest	
Loyola University, Chicago	James T. Hussey
MacMurray College, Jacksonville	Louis W. Norris
McKendree College, Lebanon	Russell Grow
Millikin University, Decatur	J. Walter Malone
Monmouth College, Monmouth	Robert W. Gibson
Mundelein College, Chicago	Sister Mary John Michael
North Central College, Naperville	C. Harve Geiger
Northwestern University, Evanston	James Roscoe Miller
Quincy College, Quincy	Julian Woods
Rockford College, Rockford	Mary Ashby Cheek
Roosevelt College, Chicago	Edward J. Sparling
Rosary College, River Forest	Sister Mary Timothea
St. Francis Xavier College for Women, Chicago	Sister Mary Huberta
Shurtleff College, Alton	David A. Weaver
Southern Illinois University, Carbondale	D. W. Morris
The Principia, Elsah	F. E. Morgan
University of Chicago, Chicago	Lawrence A. Kimpton
University of Illinois, Urbana	
Wheaton College, Wheaton	V. R. Edman

INDIANA

Anderson College, Anderson	John A. Morrison
Butler University, Indianapolis	Maurice O. Ross
DePauw University, Greencastle	Russell J. Humbert
Earlham College, Richmond	Thomas E. Jones
Evansville College, Evansville	Lincoln B. Hale
Franklin College, Franklin	Harold W. Richardson
	Ernest E. Miller
Hanover College, Hanover	Albert G. Parker, Jr.
Indiana Central College, Indianapolis	I. Lynd Esch
Indiana University, Bloomington	Herman B. Wells
Manchester College, North Manchester	
Rose Polytechnic Institute, Terre Haute	Ford L. Wilkinson, Jr.
St. Joseph's College, Collegeville	Raphael H. Gross
St. Mary-of-the-Woods College, St. Mary-of-t	he-Woods
	Siste: Marie Perpetua, Dean

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St. Mary's College, Notre Dame	Sister M. Madeleva
Taylor University, Upland	Evan H. Bergwall
University of Notre Dame, Notre Dame	Theodore M. Hesburgh
Valparaiso University, Valparaiso	O. P. Kretzmann
Wabash College, Crawfordsville	Frank Hugh Sparks

IOWA

Briar Cliff College, Sioux City Sister Jean Marie

Buena Vista College, Storm Lake	Henry Olson
Central College, Pella	G. T. Vander Lugt
Clarke College, Dubuque	Sister Mary Anne Leone
Coe College, Cedar Rapids	Howell H. Brooks
Cornell College, Mt. Vernon	Russell D. Cole
Drake University, Des Moines	Henry Gadd Harmon
Grinnell College, Grinnell	Samuel Nowell Stevens
Iowa Wesleyan College, Mt. Pleasant	J. Raymond Chadwick
Loras College, Dubuque	Loras T. Lane
Luther College, Decorah	J. Wilhelm Ylvisaker
Morningside College, Sioux City	Earl A. Roadman
Parsons College, Fairfield	Tom E. Shearer
St. Ambrose College, Davenport	Ambrose J. Burke
Simpson College, Indianola	
State University of Iowa, Iowa City	Virgil M. Hancher
University of Dubuque, Dubuque	Gaylord Couchman
Upper Iowa University, Fayette	Eugene E. Garbee
Wartburg College, Waverly	
Westmar College, Le Mars	D. O. Kime
William Penn College, Oskaloosa	Charles S. Ball

KANSAS

Baker University, Baldwin	Nelson P. Horn
Bethany College, Lindsborg	Robert Mortvedt
Bethel College, North Newton	D. C. Wedel
College of Emporia, Emporia	Luther E. Sharp
Fort Hays Kansas State College, Hays	M. C. Cunningham
Friends University, Wichita	Lloyd S. Cressman
Kansas Wesleyan University, Salina	A. Stanley Trickett
Marymount College, Salina	Mother Mary Helena
McPherson College, McPherson	D. W. Bittinger
Mount St. Scholastica College, Atchison	Mother M. Alfred Schroll
Municipal University of Wichita, Wichita	Harry F. Corbin
Ottawa University, Ottawa	Andrew B. Martin
St. Benedict's College, Atchison	Cuthbert McDonald
St. Mary College, Xavier	A. M. Murphy
Southwestern College, Winfield	C. Orville Strohl
Sterling College, Sterling	William M. McCreery
University of Kausas, Lawrence	Franklin Murphy
Washburn University of Topeka, Topeka	Bryan S. Stoffer

KENTUCKY

Asbury College, Wilmore	Z. T. Johnson
Berea College, Berea	Francis Stephenson Hutchins
Centre College, Danville	Walter A. Groves
Georgetown College, Georgetown	Samuel S. Hill

Kentucky Wesleyan College, Owensboro	Oscar W. Lever
Nazareth College, Louisville Sis	ster Margaret Gertrude Murphy
Transylvania College, Lexington	Frank A. Rose
Union College, Barbourville	Conway Boatman
	Herman Lee Donovan
University of Louisville, Louisville	Philip G. Davidson, Jr.
Ursuline College, Louisville	Mother M. Columba

LOUISIANA

Centenary College of Louisiana, Shreveport	Joe J. Mickle
Dillard University, New Orleans	Albert W. Dent
Louisiana College, Pineville	G. Earl Guinn
Louisiana Polytechnic Institute, Ruston	R. L. Ropp, Acting
Louisiana State University, University	Troy H. Middleton
Loyola University, New Orleans	
Newcomb College, New Orleans	
Northwestern State College, Natchitoches	H. Lee Prather
St. Mary's Dominican College, New Orleans	Sister Mary Louise
Southeastern Louisiana College, Hammond	Clark L. Barrow
Southern University, Baton Rouge	F. G. Clark
Southwestern Louisiana Institute, Lafayette	Joel L. Fletcher
Tulane University, New Orleans	Rufus C. Harris
Xavier University, New Orleans	

MAINE

Bates College, Lewiston	Charles F. Phillips	
Bowdoin College, Brunswick	James S. Coles	
Colby College, Waterville	Julius Seelye Bixler	
College of Our Lady of Mercy, Portland	Daniel J. O'Neill	
University of Maine, Orono	Arthur A. Hauck	

MARYLAND

College of Notre Dame of Maryland, Baltim	ore Sister Margaret Mary
Goucher College, Baltimore	Otto F. Kraushaar
Hood College, Frederick	Andrew G. Truxal
Johns Hopkins University, Baltimore	
Loyola College, Baltimore	Thomas J. Murray
Morgan State College, Baltimore	
Mount St. Agnes College, Baltimore	Sister Mary Cleophas Costello
Mount St. Mary's College, Emmitsburg	J. L. Sheridan
St. John's College, Annapolis	Richard D. Weigle
St. Joseph College, Emmitsburg	
United States Naval Academy, Annapolis	C. Turner Joy
University of Maryland, College Park	Thomas B. Symons, Acting
Washington College, Chestertown	Daniel Z. Gibson
Western Marvland College, Westminster	Lowell S. Ensor

Woodstock College, Woodstock

Joseph F. Murphy

MASSACHUSETTS

American International College, Springfield	John Fore Hines
Amherst College, Amherst	Charles W. Cole
Assumption College, Worcester	Armand H. Desautels
Atlantic Union College, South Lancaster	L. N. Holm
Boston College, Chestnut Hill	
Boston University, Boston	Harold C. Case
Brandeis University, Waltham	
Clark University, Worcester	
College of Our Lady of the Elms, Chicopee John R	. Rooney, Vice-President
College of the Holy Cross, Worcester	
Eastern Nazarene College, Wollaston	Edward S. Mann
Emerson College, Boston	S. Justus McKinley
Emmanuel College, Boston	Sister Alice Gertrude
Harvard University, Cambridge	Nathan M. Pusey
Massachusetts Institute of Technology, Cambridge	James R. Killian, Jr.
Merrimack College, Andover	Vincent A. McQuade
Mount Holyoke College, South Hadley	Rosweli G. Ham
Northeastern University, Boston	Carl S. Ell
Regis College, Weston	Sister Mary Alice
Simmons College, Boston	Bancroft Beatley
Smith College, Northampton	Benjamin F. Wright
Springfield College, Springfield	Donald C. Stone
Tufts College, Tufts College	Nils Y. Wessell, Acting
Wellesley College, Wellesley	Margaret Clapp
Wheaton College, Norton	
Williams College, Williamstown	James P. Baxter, III
Worcester Polytechnic Institute, Worcester	

MICHIGAN

Adrian College, Adrian	E. H. Babbitt, Acting
Albion College, Albion	William W. Whitehouse
Alma College, Alma	John S. Harker
Aquinas College, Grand Rapids	
Calvin College, Grand Rapids	
Emmanuel Missionary College, Berrien Springs	Percy W. Christian
Hillsdale College, Hillsdale	J. Donald Phillips
Hope College, Holland	Irwin J. Lubbers
Kalamazoo College, Kalamazoo	Weimer K. Hicks
Marygrove College, Detroit	Sister M. Honora
Mercy College, Detroit	Sister M. Lucille
Michigan State College of Agriculture and Applie	ed Science,

f Agriculture and Applied Science,

John A. Hannah East Lansing

Nazareth College, Nazareth	Sister Marie Kathleen
Olivet College, Olivet	Raymond B. Blakney
Siena Heights College, Adrian	Mother M. Gerald
University of Detroit, Detroit	Celestin J. Steiner
University of Michigan, Ann Arbor	Harlan H. Hatcher
Wayne University, Detroit	Clarence B. Hilberry

MINNESOTA

Augsburg College, Minneapolis	Bernhard Christensen
Carleton College, Northfield	Laurence M. Gould
College of St. Benedict, St. Joseph	
College of St. Catherine, St. Paul	Sister Antonine O'Brien
College of St. Scholastica, Duluth	Mother M. Athanasius Braegelman
College of St. Teresa, Winona	Sister M. Camille Bowe
College of St. Thomas, St. Paul	Vincent J. Flynn
Concordia College, Moorhead	Joseph L. Knutson
Gustavus Adolphus College, St. Peter	Edgar M. Carlson
Hamline University, St. Paul	
Macalester College, St. Paul	Charles J. Turck
St. John's University, Collegeville	Baldwin Dworschak
St. Mary's College, Winona	Brother J. Ambrose
St. Olaf College, Northfield	Clemens M. Granskou
University of Minnesota, Minneapolis	J. L. Morrill

MISSISSIPPI

Belhaven College, Jackson	G. T. Gillespie
Blue Mountain College, Blue Mountain	-
Millsaps College, Jackson	
Mississippi College, Clinton	D. M. Nelson
Mississippi Southern College, Hattiesburg	R. C. Cook
Mississippi State College, State College	Ben Hilbun
Mississippi State College for Women, Columbus	Charles P. Hogarth
University of Mississippi, University	John Davis Williams

MISSOURI

Central College, Fayette	Ralph L. Woodward
College of St. Teresa, Kansas City	
Culver-Stockton College, Canton	
Drury College, Springfield	James Franklin Findlay
Fontbonne College, St. Louis	
Lindenwood College, St. Charles	Franc L. McCluer
Maryville College, St. Louis	Mother Marie Odéide Mouton
Missouri Valley College, Marshall	M. Earle Collins
Park College, Parkville	J. L. Zwingle
Rockhurst College, Kansas City	Maurice E. Van Ackeren

St. Louis University, St. Louis	Paul C. Reinert
Tarkio College, Tarkio	Clyde H. Canfield
University of Kansas City, Kansas City	Earl J. McGrath
University of Missouri, Columbia	F. A. Middlebush
Washington University, St. Louis	Ethan A. H. Shepley, Acting
Webster College, Webster Groves	Sister Mariella, Acting
Westminster College, Fulton	William W. Hall
William Jewell College, Liberty	Walter Pope Binns

MONTANA

Carroll College, Helena	R.	Vincent Kavanagh
College of Great Falls, Great Falls	717[*88/839478	J. J. Donovan
Rocky Mountain College, Billings		Herbert W. Hines

NEBRASKA

Creighton University, Omaha	Carl M. Reinert
Doane College, Crete	David L. Crawford
Duchesne College, Omaha	Mother Mary Downey
Hastings College, Hastings	Dale D. Welch
Midland College, Fremont	Paul W. Dieckman
Nebraska Wesleyan University, Lincoln	Carl C. Bracy
Union College, Lincoln	
University of Nebraska, Lincoln	John Selleck, Acting
University of Omaha, Omaha	Milo Bail
York College, York	A. V. Howland

NEW HAMPSHIRE

Dartmouth College, Hanover	John S. Dickey
Mount St. Mary College, Hooksett	Sister M. Mauritia
Rivier College, Nashua	Sister Marie Carmella
St. Anselm's College, Manchester	Bertrand C. Dolan
University of New Hampshire, Durham	Robert F. Chandler, Jr.

NEW JERSEY

Mother M. Joseph
Sister Hildegarde Marie
Fred G. Holloway
Peter Sammartino
Sister Marie Anna
ersity, New Brunswick
Margaret T. Corwin, Dean
Robert W. Van Houten

Newark College of Engineering, Newark	Robert W. Van Houten	
Princeton University, Princeton	Harold W. Dodds	
Rutgers University, New Brunswick	Lewis Webster Jones	
St. Peter's College, Jersey City	Jersey City James J. Shanahar	
Seton Hall University, South Orange	John L. McNulty	

Pratt Institute, Brooklyn

Stevens Institute of Technology, Hoboken Jess H. Davis
Upsala College, East Orange Evald B. Lawson

NEW MEXICO

University of New Mexico, Albuquerque Thomas L. Popejoy

NEW YORK

Adelphi College, Garden City	Paul D. Eddy
Alfred University, Alfred	M. Ellis Drake
Bard College, Annandale-on-Hudson	James H. Case, Jr.
Barnard College, Columbia University, New Y	
Brooklyn College, Brooklyn	Harry David Gideonse
Canisius College, Buffalo	Philip E. Dobson
City College of the City of New York, New	
Clarkson College of Technology, Potsdam	William G. Van Note
Colgate University, Hamilton	Everett Needham Case
College of Mount St. Vincent, New York	Sister Catharine Marie, Dean
College of New Rochelle, New Rochelle	Mother M. Dorothea Dunkerley
College of St. Rose, Albany	
Columbia University, New York	Grayson L. Kirk
Cornell University, Ithaca	Deane W. Malott
D'Youville College, Buffalo	Sister Margaret
Elmira College, Elmira	
Fordham University, New York	Laurence J. McGinley
Good Counsel College, White Plains	Sister Mary Dolores
Hamilton College, Clinton	Robert W. McEwen
Hartwick College, Oneonta	Miller A. F. Ritchie
Hobart and William Smith Colleges, Geneva	Alan W. Brown
Hofstra College, Hempstead	John C. Adams
Houghton College, Houghton	Stephen W. Paine
Hunter College of the City of New York, New	v York George N. Shuster
Iona College, New Rochelle	
Keuka College, Keuka Park	Katherine G. Blyley
Le Moyne College, Syracuse	William J. Schlaerter
Manhattan College, New York	Brother Augustine Philip
Manhattanville College of the Sacred Heart,	Purchase
	Mother Eleanor M. O'Byrne
Marymount College, Tarrytown	Mother M. Gerard
Nazareth College, Rochester	Mother M. Helene
New York University, New York	Henry Townley Heald
Niagara University, Niagara Falls	Francis L. Meade
Notre Dame College of Staten Island, Grym	es Hill
	Mother Saint Egbert, Dean
Polytechnic Institute of Brooklyn, Brooklyn	
D-44 Y-424 4 D-11	** . ** **

Queens College of the City of New York, Flushing John J. Theobald

Francis H. Horn

Russell Sage College, Troy	Lewis A. Froman
St. Bonaventure University, St. Bonaventure	
St. Francis College, Brooklyn	
St. John's University, Brooklyn	
St. Joseph's College for Women, Brooklyn	
St. Lawrence University, Canton	
Sarah Lawrence College, Bronxville	Harold Taylor
School of General Studies, Columbia University, N	
	Louis M. Hacker, Dean
Siena College, Loudonville	Bertrand Campbell
Skidmore College, Saratoga Springs	Henry T. Moore
State University of New York, Albany	William S. Carlson
Syracuse University, Syracuse	William P. Tolley
Union College, Schenectady	
United States Military Academy, West Point	Frederick A. Irving
University of Buffalo, Buffalo	T. R. McConnell
University of Rochester, Rochester	C. W. deKiewiet
Vassar College, Poughkeepsie	Sarah G. Blanding
Wagner College, Staten Island	David M. Delo
Wells College, Aurora	Louis J. Long
Yeshiva University, New York	Samuel Belkin

NORTH CAROLINA

Agricultural and Technical College, Greensboro	F. D. Bluford
Bennett College, Greensboro	
Catawba College, Salisbury	
Davidson College, Davidson	
Duke University, Durham	
East Carolina College, Greenville	
Elon College, Elon College	
Flora Macdonald College, Red Springs	
Greensboro College, Greensboro	
Guilford College, Guilford	
High Point College, High Point	Dennis H. Cooke
Johnson C. Smith University, Charlotte	Hardy Liston
Lenoir Rhyne College, Hickory	
Livingstone College, Salisbury	W. J. Trent
Meredith College, Raleigh	Carlyle Campbell
North Carolina College at Durham	
Pembroke State College, Pembroke	R. D. Wellons
Queens College, Charlotte	H. H. Everett, Acting
St. Augustine's College, Raleigh	Harold L. Trigg
Salem College, Winston-Salem	Dale H. Gramley
Shaw University, Raleigh	William R. Strassner
University of North Carolina, Chapel Hill	
Wake Forest College, Wake Forest	

Woman's College, University of North Carolina, Greensboro

Edward K. Graham

NORTH DAKOTA

Jamestown College, Jamestown	Samuel S. George
University of North Dakota, Grand Forks	John C. West

OHIO

onio	
Antioch College, Yellow Springs	Douglas McGregor
Ashland College, Ashland	Glenn L. Clayton
Baldwin-Wallace College, Berea	John L. Knight
Bluffton College, Bluffton	Lloyd L. Ramseyer
Bowling Green State University, Bowling Green	Ralph W. McDonald
Capital University, Columbus	Harold L. Yochum
Case Institute of Technology, Cleveland	T. Keith Glennan
Central State College, Wilberforce	Charles H. Wesley
College of Mount St. Joseph, Mount St. Joseph	Sister Maria Corona, Dean
College of St. Mary of the Springs, Columbus	Sister M. Angelita
College of Wooster, Wooster	Howard F. Lowry
Defiance College, Defiance	Kevin McCann
Denison University, Granville	A. Blair Knapp
Fenn College, Cleveland	G. Brooks Earnest
Findlay College, Findlay	H. Clifford Fox
Heidelberg College, Tiffin	Wm. Terry Wickham
Hiram College, Hiram	Paul H. Fall
John Carroll University, Cleveland	Frederick E. Welfle
Kent State University, Kent	George A. Bowman
Kenyon College, Gambier	Gordon Keith Chalmers
Lake Erie College, Painesville	Paul Weaver
Marietta College, Marietta	W. Bay Irvine
Mary Manse College, Toledo	
Miami University, Oxford	John D. Millett
Mount Union College, Alliance	William P. Wesley, Acting
Muskingum College, New Concord	Robert N. Montgomery
Notre Dame College, South Euclid	Mother Mary Anselm
Oberlin College, Oberlin	William E. Stevenson
Ohio Northern University, Ada	F. B. McIntosh
Ohio State University, Columbus	H. L. Bevis
Ohio University, Athens	John C. Baker
Ohio Wesleyan University, Delaware	Arthur S. Flemming
Otterbein College, Westerville	J. Gordon Howard
University of Akron, Akron	Norman P. Auburn
University of Cincinnati, Cincinnati	Raymond Walters
University of Dayton, Dayton	Andrew A. Seebold
University of Toledo, Toledo	Asa S. Knowles
Ursuline College, Cleveland	Mother Marie

Western College, Oxford	Herrick B. Young
Western Reserve University, Cleveland	John S. Millis
Wilberforce University, Wilberforce	Charles L. Hill
Wilmington College, Wilmington	Samuel D. Marble
Wittenberg College, Springfield	Clarence C. Stoughton
Xavier University, Cincinnati	James F. Maguire
Youngstown College, Youngstown	

OKLAHOMA

Bethany-Peniel College, Bethany	Roy H. Cantrell
Langston University, Langston	G. L. Harrison
Oklahoma Agricultural and Mechanical College, Still	lwater
	Oliver S. Willham
Oklahoma Baptist University, Shawnee	John W. Raley
Oklahoma City University, Oklahoma City	C. Q. Smith
Phillips University, Enid	Eugene S. Briggs
University of Oklahoma, Norman	George L. Cross

OREGON

Lewis and Clark College, Portland	Morgan S. Odell
Linfield College, McMinnville	Harry L. Dillin
Marylhurst College, Marylhurst	Sister M. Elizabeth Clare
Pacific University, Forest Grove	Charles J. Armstrong
Reed College, Portland	Duncan S. Ballantine
University of Oregon, Eugene	O. Meredith Wilson
University of Portland, Portland	Michael J. Gavin
Willamette University, Salem	G. Herbert Smith

PENNSYLVANIA

Albright College, Reading	Harry V. Masters
Allegheny College, Meadville	Louis T. Benezet
Alliance College, Cambridge Springs	Arthur P. Coleman
Beaver College, Jenkintown	Raymon M. Kistler
Bucknell University, Lewisburg Dayton	L. Ranck, Vice President
Carnegie Institute of Technology, Pittsburgh	J. C. Warner
Cedar Crest College, Allentown	Dale H. Moore
Chestnut Hill College, Chestnut Hill	Sister Maria Kostka
College Misericordia, Dallas	Sister M. Gonzaga
Dickinson College, Carlisle	William W. Edel
Drexel Institute of Technology, Philadelphia	James Creese
Duquesne University, Pittsburgh	Vernon F. Gallagher
Elizabethtown College, Elizabethtown	A. C. Baugher
Franklin and Marshall College, Lancaster	Theodore A. Distler
Geneva College, Beaver Falls	Charles M. Lee
Gettysburg College, Gettysburg	Walter C. Langsam
Grove City College, Grove City	Weir C. Ketler

Haverford College, Haverford	Gilbert F. White
Immaculata College, Immaculata	
Juniata College, Huntingdon	
Lafayette College, Easton	
LaSalle College, Philadelphia	
Lebanon Valley College, Annville	
Lehigh University, Bethlehem	
Lincoln University, Lincoln University	
Lycoming College, Williamsport	
Marywood College, Scranton	Sister M. Eugenia
Mercyhurst College, Erie	
Moravian Colleges, Bethlehem	
Mount Mercy College, Pittsburgh	Mother M. Irenaeus
Muhlenberg College, Allentown	John C. Seegers
Pennsylvania College for Women, Pittsburgh	Paul R. Anderson
Pennsylvania State University, State College	Milton S. Eisenhower
Rosemont College, Rosemont	Mother Mary Chrysostom
St. Francis College, Loretto	Xavier Crowley
St. Joseph's College, Philadelphia	
St. Vincent College, Latrobe	Denis O. Strittmatter
Seton Hill College, Greensburg	
Susquehanna University, Selinsgrove	G. Morris Smith
Swarthmore College, Swarthmore	Courtney C. Smith
Temple University, Philadelphia	Robert L. Johnson
Thiel College, Greenville	Fredric B. Irvin
University of Pennsylvania, Philadelphia	Gaylord P. Harnwell
University of Pittsburgh, Pittsburgh	
University of Scranton, Scranton	John J. Long
Ursinus College, Collegeville	
Villa Maria College, Erie	Sister Doloretta
Villanova University, Villanova	James A. Donnellon
Washington and Jefferson College, Washington	Boyd C. Patterson
Waynesburg College, Waynesburg	Paul R. Stewart
Westminster College, New Wilmington	Will W. Orr
Wilkes College, Wilkes-Barre	Eugene S. Farley
Wilson College, Chambersburg	Paul Swain Havens

PUERTO RICO

Colegio del Sagrado Cozazon, Santurce	Mother Rachel Perez
Polytechnic Institute of Puerto Rico, San German	Edward G. Seel
University of Puerto Rico, Rio Piedras	Jaime Benitez

RHODE ISLAND

	Providence	Henry M. Wriston
Pembroke College,	Brown University, Providence	Nancy Duke Lewis, Dean

Providence College, Providence	Robert J. Slavin
Rhode Island School of Design, Providence	Max W. Sullivan
University of Rhode Island, Kingston	Carl R. Woodward

SOUTH CAROLINA

Allen University, Columbia	Samuel R. Higgins
Benedict College, Columbia	J. A. Bacoats
Claffin University, Orangeburg	J. J. Seabrook
Coker College, Hartsville	
College of Charleston, Charleston	George D. Grice
Columbia College, Columbia	R. Wright Spears
Converse College, Spartanburg	Edward M. Gwathmey
Erskine College, Due West	Robert C. Grier
Furman University, Greenville	John L. Plyler
Lander College, Greenwood	B. M. Grier
Limestone College, Gaffney	Andrew J. Eastwood
Newberry College, Newberry	James C. Kinard
Presbyterian College, Clinton	Marshall W. Brown
State Agricultural and Mechanical College,	Orangeburg B. C. Turner
The Citadel, Charleston	Mark W. Clark
University of South Carolina, Columbia	Donald Russell
Winthrop College, Rock Hill	Henry R. Sims
Wofford College, Spartanburg	F. Pendleton Gaines

SOUTH DAKOTA

Augustana College, Sioux Falls	Lawrence M. Stavig
Dakota Wesleyan University, Mitchell	Matthew D. Smith
Huron College, Huron	Daniel E. Kerr
Yankton College, Yankton	J. Clark Graham

TENNESSEE

Austin Peay State College, Clarksville	Halbert Harvill
Bethel College, McKenzie	Roy N. Baker
Carson-Newman College, Jefferson City	Harley Fite
Fisk University, Nashville	Charles S. Johnson
King College, Bristol	R. T. L. Liston
Knoxville College, Knoxville	James A. Colston
Lane College, Jackson	C. A. Kirkendoll
LeMoyne College, Memphis	Hollis F. Price
Lincoln Memorial University, Harrogate	Robert L. Kincaid
Maryville College, Maryville	Ralph W. Lloyd
Milligan College, Milligan College	Dean E. Walker
Scarritt College, Nashville	Hugh C. Stuntz
Southern Missionary College, Collegedale	Kenneth A. Wright
Southwestern, Memphis	Peyton N. Rhodes
Tusculum College, Greeneville	Raymond C. Rankin

Union University, Jackson	Walter F. Jones
University of Chattanooga, Chattanooga	David A. Lockmiller
University of the South, Sewanee	Edward McCrady, Jr.
University of Tennessee, Knoxville	C. E. Brehm
Vanderbilt University, Nashville	Harvie Branscomb

TEXAS

Don H. Morris
John B. Moseley
W. R. White
M. K. Curry, Jr.
Evan A. Reiff
Thomas H. Taylor
Sister M. Columkille
A. C. Gettys, Acting
Harold G. Cooke
James B. Boren
John LaSalle McMahon
William V. Houston
Elmo Bransby
Walter J. Buehler
Umphrey Lee
William C. Finch
Bryan Wildenthal
M. E. Sadler
D. R. Glass
Ernest H. Poteet
R. O. Lanier
John A. Guinn
E. N. Jones
Law Sone
Wilson H. Elkins
James W. Laurie
Logan Wilson
J. S. Scott

UTAH

Brigham Young University, Provo	Ernest L. Wilkinson
University of Utah, Salt Lake City	A. Ray Olpin
Utah State Agricultural College, Logan	Henry A. Dixon
Westminster College, Salt Lake City	J. Richard Palmer

VERMONT

Bennington College, Bennington	Frederick	Burckhardt
Middlebury College, Middlebury	Samuel	S. Stratton
Norwich University, Northfield	Ernest	N. Harmon

St. Michael's College, Winooski Francis E. Moriarty
Trinity College, Burlington Mother M. Emmanuel

VIRGINIA

Bridgewater College, Bridgewater	Warran D Rowman
College of William and Mary, Williamsburg	
Emory and Henry College, Emory	
Hampden-Sydney College, Hampden-Sydney	Edgar G. Gammon
Hampton Institute, Hampton	
Hollins College, Hollins College	John R. Everett
Longwood College, Farmville	Dabney S. Lancaster
Lynchburg College, Lynchburg	Orville W. Wake
Madison College, Harrisonburg	G. Tyler Miller
Mary Baldwin College, Staunton	Charles W. McKenzie
Mary Washington College, Fredericksburg	M. L. Combs
Radford College, Radford	
Randolph-Macon College, Ashland	J. Earl Moreland
Randolph-Macon Woman's College, Lynchburg	
Roanoke College, Salem	H. Sherman Oberly
Sweet Briar College, Sweet Briar	
University of Richmond, Richmond	George M. Modlin
University of Virginia, Charlottesville	Colgate W. Darden, Jr.
Virginia Military Institute, Lexington	William H. Milton, Jr.
Virginia Polytechnic Institute, Blacksburg	Walter S. Newman
Virginia State College, Petersburg	Robert P. Daniel
Virginia Union University, Richmond	J. Maleus Ellison
Washington and Lee University, Lexington	

WASHINGTON

College of Puget Sound, Tacoma	Robert Franklin Thompson
Gonzaga University, Spokane	Francis E. Corkery
Holy Names College, Spokane	Sister M. Theresa of the Cross
Pacific Lutheran College, Parkland	S. C. Eastvold
Seattle Pacific College, Seattle	C. Hoyt Watson
Seattle University, Seattle	Albert A. Lemieux
University of Washington, Seattle	Henry Schmitz
Whitman College, Walla Walla	
Whitworth College, Spokane	Frank F. Warren

WEST VIRGINIA

Bethany College, Bethany	Perry E. Gresham
Davis and Elkins College, Elkins	Raymond B. Purdum
Fairmont State College, Fairmont	John W. Pence
Marshall College, Huntington	Stewart H. Smith
Salem College, Salem	K. Duane Hurley

Shepherd College, Shepherdstown	Oliver S. Ikenberry
West Virginia State College, Institute	William J. L. Wallace
West Virginia University, Morgantown	Irvin Stewart
West Virginia Wesleyan College, Buckhannon	William J. Scarborough

WISCONSIN

Alverno College, Milwaukee	Sister M. Augustine
Beloit College, Beloit	Miller Upton
Cardinal Stritch College, Milwaukee	Mother M. Bartholomew
Carroll College, Waukesha	Robert D. Steele
Lawrence College, Appleton	Douglas M. Knight
Marquette University, Milwaukee	Edward J. O'Donnell
Milton College, Milton	Percy L. Dunn
Milwaukee-Downer College, Milwaukee	John B. Johnson, Jr.
Mount Mary College, Milwaukee	Edward A. Fitzpatrick
Northland College, Ashland	Gus Turbeville
Ripon College, Ripon	Clark G. Kuebler
St. Norbert College, West De Pere	B. H. Pennings
University of Wisconsin, Madison	Mark H. Ingraham, Dean

WYOMING

University of Wyoming, Laramie	G.	D.	Humphrey
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CANADA

Mount	Allison	University,	Sackville,	New	Brunswick		
					W. T.	. Ross 1	Flemington
Vietori	a Unive	raity Toron	to Ontario			AR	B Moore

ASSOCIATE MEMBERS

LEBANON American University of Beirut Stephen B. L. Penrose, Jr.

on A. Aguila Evangelista

TURKEY

American College for Girls, Istanbul			
Robert College, Istanbul	Floyd	Н.	Black

HONORARY MEMBERS

American Association for the Advancement of Science American Association of University Professors American Association of University Women American Council of Learned Societies American Council on Education
Carnegie Corporation
Carnegie Foundation for the Advancement of Teaching
General Education Board
Institute of International Education
Jesuit Educational Association
National Catholic Educational Association
National Council of Churches of Christ in the U. S. A.
New York State Department of Higher Education
Social Science Research Council
United Chapters of Phi Beta Kappa
United States Office of Education

CONSTITUTION OF THE ASSOCIATION OF AMERICAN COLLEGES, INCORPORATED

ARTICLE I

PURPOSE

The purpose of the Association shall be the promotion of higher education in all its forms in the colleges of liberal arts and sciences which shall become members of this Association, and the prosecution of such plans as may make more efficient the institutions included in its membership.

ARTICLE II

The name of this Association shall be the "Association of American Colleges, Incorporated."

ARTICLE III

MEMBERSHIP

Section 1. The membership of the Association shall be composed of those colleges of liberal arts and sciences which may be duly elected to membership in the Association after recommendation by the Board of Directors.

Section 2. Honorary Membership. The general secretaries of church boards of education and officials of educational foundations and other cooperating agencies may be elected to honorary membership.

ARTICLE IV

REPRESENTATION

Every institution recognized as a member of this Association shall be entitled to representation in each meeting of the Association by an accredited representative. Other members of the faculty or board of trustees of any institution belonging to this Association, the officers of church boards cooperating with such an institution and the representatives of foundations and other cooperating agencies, shall be entitled to all the privileges of representatives except the right to vote. Each institution recognized as a member of the Association shall be entitled to one vote on any question before the Association, the vote to be cast by its accredited representative.

ARTICLE V

FIELD OF OPERATION

Section 1. The territory in which the operations of the Association are principally to be conducted is the United States.

ARTICLE VI

OFFICERS

Section 1. The Association shall elect from its membership the following:

- 1. President
- 2. Vice President
- 3. Executive Director
- 4. Treasurer

Section 2. The Executive Director shall be the executive officer of the Association and shall serve until his successor is duly elected. The other officers shall serve for one year or until their successors are duly elected. Election of officers shall be by ballot.

Section 3. The duties of the respective officers shall be those usually connected with said offices.

ARTICLE VII

BOARD OF DIRECTORS

SECTION 1. The Board of Directors shall consist of eight mem-

bers, four of whom shall be elected by ballot by the Association, and the other four shall consist of the officers of the Association.

Section 2. The President of the Association shall be ex officio chairman of the Board of Directors.

Section 3. Except as provided by statute and as directed by the members of the Association, and subject to the Constitution and By-Laws, the Board of Directors shall have power to manage, operate and direct the affairs of the Association and fill all vacancies.

ARTICLE VIII

QUORUM

Representatives of twenty-five members of the Association shall be necessary to form a quorum for the transaction of business.

ARTICLE IX

By-LAWS

The Association may enact By-Laws for its own government, not inconsistent with the provisions hereof and the certificate of incorporation.

ARTICLE X

AMENDMENTS

Amendments to the foregoing Constitution may be offered at any regular annual meeting, and shall be in writing, signed by the mover and two seconds. They shall then lie on the table until the next annual meeting, and shall require for their adoption the affirmative vote of two thirds of the members then present.

BY-LAWS

- 1. Applications for membership shall be made to the Board of Directors, which shall, after investigation of the standing of the institution, recommend to the Association.
- 2. The annual dues shall be seventy-five dollars (\$75.00) per member. Non-payment of dues for two successive years shall cause forfeiture of membership.
 - 3. At least one meeting of the Association shall be held in the

month of January of each calendar year. Special meetings may be called by the Board of Directors, provided that four-weeks' notice in writing be given each institution connected with the Association.

4. The place of the annual meeting of the Association shall be determined each year by the Board of Directors.

5. All expenditure of funds of the Association shall be authorized by resolution of the Association, or subject to later approval by the Association, by the Board of Directors.

6. The President shall appoint a Committee on Resolutions at the beginning of each annual meeting, to which shall be referred for consideration and recommendation all special resolutions

offered by members of the Association.

- 7. There shall be within the Association a permanent commission to be known as the "Commission on Christian Higher Education." This Commission shall have such autonomy as may be necessary in order to represent the interests of church-related colleges in general and to carry on a program of promoting spiritual values in higher education. The Commission is to operate under rules mutually agreed to by the Commission and the Board of Directors.
- 8. The Executive Director shall mail three copies of the official BULLETIN to all institutions which are members of the Association. Additional copies, either for the institution or for any officer or faculty member, may be had at a special rate.
- 9. These By-Laws may be amended at any business session of the Association by two thirds vote, provided that notice of the proposed amendment has been presented at a previous session.

POLICY

In accordance with the action of the Association, the working policy of the Association is a policy of inclusiveness and interhelpfulness rather than of exclusiveness.

FORMER PRESIDENTS

1915	President Robert L. Kelly, Earlham College; Constitution adopted
1915-16	President Robert L. Kelly, Earlham College
1916-17	President Henry Churchill King,* Oberlin College
1917-18	President John S. Nollen, Lake Forest College
	President Hill M. Bell,* Drake University, Vice-President, pre-
	siding
1918-19	President Donald J. Cowling, Carleton College
1919-20	President William A. Shanklin, Wesleyan University
1920-21	President Frederick C. Ferry, Hamilton College
1921-22	President Clark W. Chamberlain,* Denison University
1922-23	
	President Samuel Plantz,* Lawrence College, Vice-President, pre- siding
1923-24	President Harry M. Gage, Coe College
1924-25	Chancellor J. H. Kirkland, Vanderbilt University
1925-26	President Frank Aydelotte, Swarthmore College
1926-27	Dean John R. Effinger,* University of Michigan
1927-28	President Lucia R. Briggs, Milwaukee-Downer College
1928-29	President Trevor Arnett, General Education Board
1929-30	President Guy E. Snavely, Birmingham-Southern College
1930-31	Dean Luther P. Eisenhart, Princeton University
1931-32	President Ernest H. Wilkins, Oberlin College
1932-33	President Irving Maurer, Beloit College
1933-34	President Edmund D. Soper, Ohio Wesleyan University
1934-35	President William Mather Lewis, Lafayette College
1935-36	President Henry M. Wriston, Lawrence College
1936-37	President James R. McCain, Agnes Scott College
1937-38	President James L. McConaughy, Wesleyan University
1938-39	President John L. Seaton, Albion College
1939-40	President Meta Glass, Sweet Briar College
1940-41	President Edward V. Stanford, Villanova College
1941-42	President Remsen D. Bird, Occidental College
1942-43	President Charles E. Diehl, Southwestern
1943-44	Chancellor William P. Tolley, Syracuse University
1944-45	President Francis P. Gaines, Washington and Lee University
1945-46	President James P. Baxter, III, Williams College
1946-47	President Charles J. Turck, Macalester College
1947-48	President Mildred McAfee Horton, Wellesley College
1948-49	President Kenneth I. Brown, Denison University
1949-50	President Vincent J. Flynn, College of St. Thomas
1950-51	President Daniel L. Marsh, Boston University
1951-52	Vice-Chancellor LeRoy E. Kimball, New York University
1952-53	President M. E. Sadler, Texas Christian University
1953-54	President John R. Cunningham, Davidson College
. Danne	

* Deceased.

EDITORIAL NOTES

A CORDIAL WELCOME TO THEODORE A. DISTLER TO THE DIRECTORSHIP OF THE ASSOCIATION OF AMERICAN COLLEGES! MAY HE HAVE THE CONTINUING CORDIAL COOPERATION WE HAVE HAD, NOT ONLY AS EDITOR BUT IN ALL THE OTHER MANIFOLD RESPONSIBILITIES!

For a summary of his success as an administrator and the eminent qualifications he possesses for his new task, we quote from the Lancaster (Pennsylvania) Sunday News of December 27, 1953:

During the 12-year presidency of Dr. Theodore A. Distler, Franklin & Marshall College has experienced its greatest

period of growth.

Dr. Distler, who is resigning to become Executive Director of the Association of American Colleges, said last night that he and his family are reluctant to leave after 12 pleasant years in Lancaster, but that the small colleges "have been the backbone of American educational system and the opportunity to serve them as Executive Director propounded a challenge which I felt I had to accept."

He originated the Franklin & Marshall Development plan shortly after he came to Lancaster in 1941. This plan, which has attracted wide attention among colleges and universities, has doubled the endowed resources of F&M.

During Dr. Distler's administration F&M built a \$400,000 addition to the Fackenthal Laboratory, renovated and enlarged Stahr Hall and the Campus House, and built the North Museum, adding a total of \$1,000,000 to the value of the physical plant of the college.

An all-time top enrolment of 1,460 was attained during

the postwar year 1948.

Promoted Military Training

Student rolls were depleted by the war in 1941 when Dr. Distler took over. He obtained Navy V-5 and V-12, and Marine officer training units for the college. During the war he wrote a weekly letter to former students in service all over the world. After the wartime training ended he obtained an Air Force officer training program.

The faculty of F&M was greatly increased during the Distler administration. One of the nation's leading small-college departments of geology was installed. Special courses in engineering, science and wartime industrial training were inaugurated. The 3-2 plans for advanced degrees in engineering, journalism and forestry were established in cooperation with professional colleges.

Dr. Distler has been much in demand as a public speaker and has delivered addresses in many parts of the country.

During his presidency, cooperation between community and college reached a high level, which was shown in general participation equally by civic and academic leaders.

Active Locally

In addition to a long list of national organizations with which he is affiliated, Dr. Distler is a member of many Lancaster clubs, lodges and civic groups. Included are:

Lancaster Rotary Club, Masonic Lodge No. 43 (32nd Degree), American Legion Post No. 34, Community Chest (president in 1948), Hamilton Club, Cliosophic Society, Industrial Management Club (honorary permanent member), Salvation Army advisory board, Tuberculosis Society board of directors, Pirates, University Club, Fortnightly Club, Chamber of Commerce board of directors.

A native of Brooklyn, Dr. Distler is married and has three sons. Mrs. Distler has been active in many Lancaster organizations. She organized and was first president of the Auxiliary to the Infirmary of Franklin & Marshall College, an organization which has contributed to numerous improvements at the infirmary.

Leaves Reluctantly

Dr. Distler issued the following statement last night:

"Mrs. Distler and our sons and I came to the decision to leave this pleasant place with great reluctance. This is a friendly community and one in which we have enjoyed living for these past 12 years. Its citizens are our friends and we are extremely thankful that we have had the privilege of living among them and participating in the many and varied activities of the community. We shall always consider Lancaster our home.

"Franklin and Marshall College is a great institution and we have thoroughly enjoyed serving it over these years. We came just six days before Pearl Harbor and the College weathered the war years and the peacetime bulge as it has every crisis and emergency for these past 167 years. To me, it shall ever be the greatest small college in America.

"This is my 31st year in higher education—the first 12 years at a large, complex urban university in a variety of capacities, 'learning the trade,' so to speak; for over seven years Dean of a middle-sized college, and now for the past

12 years President of a great, colonial college of arts and sciences. The decision to leave was a most difficult one and was made only because a larger field of service beckoned.

"The Association of American Colleges is the voice for more than 700 liberal arts colleges and liberal arts colleges of larger universities throughout our nation. These institutions have been the backbone of our American educational system and the opportunity to serve them as Executive Director propounded a challenge which I felt I had to accept."

THE AMERICAN COLLEGE HEALTH ASSOCIATION, with the cooperation of 40 national organizations including our own Association, is sponsoring the Fourth National Conference on Health in Colleges to be held May 5–8, 1954 at the Hotel Statler in New York. Dr. J. L. Morrill, President of the University of Minnesota, has been named President of the Conference which will discuss ways of protecting and improving the health of college students through programs of health service and health education. The theme will be "Teamwork in Meeting the Health Needs of College Students." Dr. Dana L. Farnsworth, Chairman of the Executive Committee, and Medical Director of Massachusetts Institute of Technology, expects about 500 college and university presidents, deans, physicians and others interested in college health education to attend.

THE NINETEENTH ANNUAL CONFERENCE of the University of Chicago Graduate Library School will be held from June 14–18, 1954 and will discuss the subject "The Function of the Library in the Modern College." This conference should interest college and university librarians as well as administrators and faculty officers. For further information write the Dean of the Graduate Library School, University of Chicago, Chicago 37, Illinois.

THE NATIONAL TRAINING LABORATORY IN GROUP DEVELOPMENT of the National Education Association will hold its summer laboratory session at Gould Academy, Bethel, Maine, June 20 through July 10, with about 125 selected applicants. The laboratory research program in group behavior and training methods is sponsored by the Division of Adult Education Service of the NEA and the Research Center for Group Dy-

namics at the University of Michigan with the cooperation of faculty members from the Teachers College at Columbia and the Universities of California, Chicago, Colorado, Illinois, Texas, Harvard and Ohio State. For further information write to the National Training Laboratory in Group Development at 1201 Sixteenth St. N. W., Washington 6, D. C.

OCKHEED AIRCRAFT CORPORATION announces 20 new four-year-college scholarships to be awarded in 1954 by the Lockheed Leadership Fund, ten to undergraduate engineering students, five to other fields of study applicable to aircraft industry and five to the children of Lockheed employees. All tuition and fees for four years will be included plus \$500 per year for personal expenses to students meeting all requirements, not only in scholarship but also in leadership and character. The engineering scholarships will be awarded by committees at Massachusetts Institute of Technology, California Institute of Technology, Carnegie Institute of Technology, North Carolina State College of Agriculture and Engineering, Rensselaer Polytechnic Institute, University of Michigan, Georgia Institute of Technology, Cornell University, Purdue University and Stanford Uni-In business administration and industrial relations scholarships will be available at Harvard University, Emory University, Pomona College, Northwestern University and University of Southern California. Applicants should write to the director of admissions of the university concerned to obtain application forms.

CHAPTERS IN WESTERN CIVILIZATION Volume II Second Edition consists of articles selected and edited by the Contemporary Civilization Staff of Columbia College of Columbia University and is amplified to twice the size of the original volume by this same group on this subject. Columbia University Press, New York.

GEEK CIVILIZATION AND CHARACTER by Arnold J. Toynbee and THE SHAPING OF THE MODERN MIND by Crane Brinton are reprints of scholarly works that should be very helpful to the student in the new pocket edition. The New American Library of World Literature, Inc., New York.

BASIC SELECTIONS FROM EMERSON, ESSAYS, POEMS AND APOTHEGMS edited by Eduard C. Lindeman into a small handy volume stresses the timelessness of this great thinker. The New American Library of World Literature, Inc., New York.

THE UNITED THEOLOGICAL SEMINARY to be organized on July 1, 1954 will be comprised of the Bonebrake Theological Seminary at Dayton, Ohio and the Evangelical School of Theology of Reading, Pennsylvania. All members of the faculty, administrative officers, library and financial resources will be combined in the one school which will be in Dayton, Ohio. This will result in a larger, more effective school and will emphasize the union of the denominations of the Evangelical Church and the Church of the United Brethren in Christ.

HARVARD UNIVERSITY SCHOOL OF DIVINITY has been given \$1,000,000 in securities by John D. Rockefeller, Jr. to strengthen the school and thus stress importance of the spiritual life and its influence on education in this country today.

AMONG THE COLLEGES

BUCKNELL UNIVERSITY has been given \$900,000 by the Olin Foundation, Inc. for the construction of a new science building to be known as the F. W. Olin Science Building to house the departments of chemistry, physics and mathematics.

EARLHAM COLLEGE has brought to a successful conclusion its million dollar Lilly Challenge Campaign. The Eli Lilly Foundation of Indianapolis offered this Quaker college \$500,000 if friends of the institution would raise \$1,000,000 in one year's time. The college went "over the top" two weeks ahead of the December 31 deadline. Total in the campaign, including the Lilly gift, now stands at \$1,625,341. Funds will be used to complete a decade of rebuilding on the Earlham campus. A building fund campaign seven years ago, brought a new hall of science, a meeting house, president's home, heating plant and women's residence hall. Funds from the recent campaign will go to build a new men's residence and a dining hall and to restore and modernize classic Earlham Hall, the 107-year-old first building on the campus.

GUILFORD COLLEGE is the recipient of over \$120,000 in negotiable securities from B. Clyde Shore, Winston-Salem realtor and Guilford graduate, who has given the college 1,500 shares of stock in a Winston-Salem real estate development. Part of this will be used for the construction of a new dormitory which will be ready for occupancy at the beginning of the next school year.

ROOSEVELT COLLEGE announces a scholarship fund established by Miss Eartha Kitt, star of "New Faces of 1952," to assist qualified students needing financial aid.

UNIVERSITY OF CHATTANOOGA has received \$625,000 in gifts during the past year.

WHITTIER COLLEGE announces that during the second semester of the 1953-54 academic year, Edward S. Corwin, Professor Emeritus of Jurisprudence at Princeton University,

and Carl B. Swisher, Professor of Political Science, Johns Hopkins University, will join in giving a course on the contemporary pattern of American constitutional development, financed by the Haynes Foundation of Los Angeles.

NEW COLLEGE PRESIDENTS

Albertus Magnus College, New Haven, Connecticut. Sister Mary Lucia.

American International College, Springfield, Massachusetts.

John Fore Hines, Acting President.

Anderson College, Anderson, Indiana. John A. Morrison.

Beloit College, Beloit, Wisconsin. Miller Upton, Dean, School of Business and Public Administration, Washington University, St. Louis, Missouri.

Bradley University, Peoria, Illinois. Harold P. Rodes.

Coe College, Cedar Rapids, Iowa. Howell H. Brooks, Acting President.

College of St. Francis, Joliet, Illinois. Sister M. Elvira.

College of the Ozarks, Clarksville, Arkansas. Winslow S. Drummond.

Far Eastern University, Manila, Philippine Islands. Teodoro Evangelista.

Holy Names College, Spokane, Washington. Sister M. Theresa of the Cross.

Lawrence College, Appleton, Wisconsin. Douglas M. Knight, Assistant Professor of English Literature, Yale University.

Mary Baldwin College, Staunton, Virginia. Charles W. Me-Kenzie.

Southwestern College, Winfield, Kansas. C. Orville Strohl, Executive Secretary, Commission on Education of the Des Moines Area, The Methodist Church.

Trinity College, Burlington, Vermont. Mother M. Emmanuel.

Villanova University, Villanova, Pennsylvania. James A. Donnellon.

COLLEGE AND CHURCH

VOLUME XIX

Spring, 1954

NUMBER 1

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COLLEGE AND CHURCH is the educational news bulletin of the Commission on Christian Higher Education of the Association of American Colleges. The opinions expressed in the various articles are those of the respective authors and do not necessarily reflect the opinions of the Commission. They are presented in conformity with the policy of this publication which provides for freedom of discussion concerning problems of Christian higher education.

COMMISSION ON CHRISTIAN HIGHER EDUCATION ACTIVITIES FOR THE YEAR

GUY E. SNAVELY

The Commission held three meetings during the current year, the first in the late afternoon of January 7 in the Statler Hotel in Los Angeles where the officers for the year were elected and where there was a brief discussion of the Commission's program which was to be considered in detail at the spring meeting.

The second meeting of the Commission was held at the offices of the Association in Washington on March 21 with a good attendance. Since the actions of that meeting were of considerable importance we record here the minutes of the meeting.

REPORT BY THE EXECUTIVE SECRETARY: Dr. Snavely reported for the Committee on Research that Dr. Raymond F. McLain is at present engaged in writing a book which will discuss the nature of the Christian college and present the results of the research project to date. Five thousand dollars have been allocated by the Association to the Research Committee to further the writing of this book, and \$1,000 to permit distribution of free copies to the colleges participating in the project.

Dr. Snavely reported that the Regional Conference Committees were planning the annual conferences at Omaha and Memphis, and that the Omaha conference would be held at Creighton University on November 14, 1953.

Dr. Snavely reported that he and President Tribble had conferred with Congressman Richard Simpson of Pennsylvania, who had agreed to present a bill in Congress to amend the Federal Income Tax Law in such a way as to permit those who contribute 90 per cent of their income to charitable purposes for five years in succession to be relieved of taxation on this percentage if they continue so to contribute. (The law now requires ten years for this privilege.)

NEW BUSINESS: Chairman Truxal appointed the following committees for the current year:

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Andrew G. Truxal Harlie L. Smith V. F. Schwalm Weir C. Ketler

Conference

Carl M. Reinert George M. Modlin Harold L. Yochum Public Relations
Harold W. Tribble
E. Fay Campbell
John L. McNulty
Clarence C. Stoughton

Publications

William G. Ryan Matt L. Ellis W. A. Bell Russell J. Humbert

After discussion of the Commission's publications, it was unanimously AGREED that the Commission will continue to have its own section of the Association's BULLETIN. (This is called *College and Church*.)

It was MOVED by President Yochum that the members of the Commission take note of the fact that Dr. Guy E. Snavely is going to write a book on the history of Christian Higher Education in the United States with one or more chapters on the activities of the Commission on Christian Higher Education; and that they recommend to the 1954 Commission the allocation of funds for the research involved, the publication of the volume, and the distribution of copies to the member institutions of the Association of American Colleges. Carried.

Regarding the afternoon session to be sponsored by the Commission at the 1954 Association of American Colleges Annual Meeting, it was AGREED that the theme of this meeting should be "Church Support of Church-related Colleges." It was proposed to invite as speakers on this theme Dr. William L. Young, Executive Secretary of Higher Education for the American Lutheran Church; Dr. John L. Knight, Baldwin-Wallace College, Berea, Ohio for the Methodist colleges; President Harold W. Tribble of Wake Forest College, Wake Forest, North Carolina, for the Southern Baptist colleges; and someone to present the situation of the Catholic colleges.

Future projects of the Commission were discussed. There was general interest in the question of Religious Emphasis Weeks. The matter was REFERRED to the Research Committee, which is to see if studies have been made of Religious Emphasis Weeks and to evaluate and report on any such studies to the Commission. If further study seems to be called for, the matter will be recommended to the 1954 Commission as a project.

Interest was also manifested in a study of the religious maturation and activity of faculty members. Discussion of the place of the Commission in the Association brought out the fact that the term "Commission" is used in at least two senses in Association of American Colleges literature. It was thereupon MOVED by President Ryan that a committee of three be appointed to prepare a revision of the by-laws of the Commission on Christian Higher Education for submission to the Board of Directors of the Association of American Colleges. Carried. Chairman Truxal immediately named the Committee: Messrs. Truxal, Ryan and Snavely. President Cunningham will be invited to take part in the deliberations of this Committee.

FINANCING CHURCH-RELATED COLLEGES

JOHN A. FLYNN

PRESIDENT, St. JOHN'S UNIVERSITY (NEW YORK)

I have been requested to speak about ten minutes on my personal experiences in fund-raising for a church-related university.

Since I have been president of St. John's for less than seven years, my experiences are necessarily limited. Since a major part of that short period has been consumed in planning a new campus to be situated some ten miles from the original St. John's College, it was thought more advisable to postpone any extensive efforts at fund-raising until the announcement of the expansion program had been made. In June, 1953, that announcement was made. This plan comprises the erection of 13 buildings at a total cost of \$25,000,000. It is hoped that a good deal of this project will be completed by September, 1970, which will be the centenary year of St. John's. At the present time we have sufficient financial resources for the erection of the first building. We have only a negligible endowment fund, so that the additional monies must be procured by various types of fund-raising. During the period of plotting the new campus, attention was given to the ways and means of financing it. About this I shall speak later.

When I became president in August, 1947, I inherited a small fund-raising group which is now 33 years old. Its membership was restricted, its activities were limited, its function was to contribute to the scholarship fund. Since 1947, it has given for this purpose some \$35,000. With the announcement of the new building program, we have extended the membership to include ladies, not merely from Brooklyn, but from all parts of Long Island which will be served by the new campus. The function of the Auxiliary is no longer the scholarship fund, but the future building program. So much enthusiasm has been manifested that it seems safe to say that the direct, annual contribution of this group will be, at the very least, five times what it has been. It is too early to venture an opinion as to the indirect contributions which this group can realize in the years to come. However, because of the type of person that is being attracted to work for St. John's, this group alone, I believe, has almost limitless possibilities.

In 1947, the only organized alumni association at St. John's was that of the original St. John's College. In that year the Fund amounted to \$5,400. In 1950, an alumni federation, embracing the 17,500 graduates of the eight schools of the University, was established. In 1952, the Fund was extended to all the Alumni; 1,334 or 9.3% contributed \$14,000. In 1953, 2,500 or 14% contributed over \$26,000. During the current year, we intend to make the Alumni goal \$50,000. Because of the building project, and because a \$3,500,000 science building is our proximate objective, we believe that such a goal can be realized. The value of this facet of fund-raising cannot be underestimated. If it is properly nurtured, it should be productive of a stable and sizable annual sum. Indirectly, it has hidden benefits because there seems to be a proportion between alumni giving and the amounts received from other sources. At all events, persons who are not alumni are, in their giving, influenced to some extent by the results of the alumni fund.

Since 1947, we have undertaken two minor fund-raising campaigns. The scope of both was limited and the potential list of subscribers was restricted. We requested contributions for seientific research and the equipment of research laboratories. We sought the help only of those corporations with which the University has direct contact. Approximately 4% of the corporations answered favorably, and we received a little more than 10% of the sum we expected. Although this amount is almost infinitesimal, it is nevertheless encouraging, when one considers that, of the total national contribution for philanthropic purposes, only 7 of 1% is given to education.

To aid us in financing our \$25,000,000 project, we thought that short-term, on-the-spot drives for a definite amount would be practically useless. The public at large just cannot be interested continually to contribute substantially to such a staggering goal. Consequently, we organized the Council of St. John's University. This organization is a group of prominent men from banking, business, industry and the professions. They are both alumni and non-alumni. At the present time they number 36. We intend to extend that number to 50. The objectives of the Council are:

¹⁾ To assist in the development of St. John's University,

2) To give advice, counsel and assistance to the officers of

administration of St. John's University,

3) To solicit and obtain gifts for the purpose of scholarship, research in the sciences and humanities, endowment, publications, building construction, equipment, maintenance and other needs of the University as may be defined from time to time.

The Council is less than two months old. The organizational meeting took place on November 30. The next meeting will occur at the end of this month. We intend to hold one or two more meetings before the end of the current school year. The Council has been almost universally acclaimed as the best means to raise large funds over a long period of years. The members have reacted enthusiastically. Private conferences have been held with individuals in the past two months. With one exception all of them are willing to do anything for the success of the project. This project was sold to the members as something which would contribute solely to the local community. The fact that St. John's is an urban institution which tries to integrate normal family life with college education was stressed. Even to those members whose children attend campus colleges it had a definite and distinct appeal.

At succeeding meetings district and trade committees will be formed so that every potential donor on Long Island will be covered. Building schedules and financial timetables will be established and revised according to circumstances. The gigantic task of coordinating the activities of the Council will be undertaken by our Public Relations office. The time-worn categories of the Alumni Fund, Bequests, Corporation Gifts, Special Gifts and Community Gifts, such as Church collections and Auxiliary activities, are, we believe, as good as any avenues we have for fund-raising. All of these we expect to use to an inestimable advantage in this long-range drive for building funds. To my mind the next step is to have some prominent individuals step forward to set this drive on fire by donating sizable sums which will be at least \$25,000 each. On this phase, work has commenced, and success seems to be knocking at the door.

Before I conclude I feel constrained to say a few words about Foundations. To my mind two facts concerning them are regrettable. 1) It is regrettable that the largest Foundations do

not release funds in the same proportion as the medium-bracket Foundations, 2) It is regrettable that Foundations, almost universally, do not release funds for capital investments and operational expenditures. I do not mean to say that Foundations should give monies merely to preserve the life of a dying institution or to allow a well established institution to luxuriate educationally. Both of these extremes should be avoided. But I do mean that it would seem consonant with the essential purpose of Foundations if they would contribute to the erection and maintenance of institutions which are serving the community to the satisfaction of its members. If, for instance, a university or college, has had, during all the years of its existence, an almost lavish scholarship program which has brought higher education to talented young men and women who are a real benefit to the community, and if it has had a rate of tuition which is really lower than other colleges and universities in the area, it seems to me that Foundations might consider the possibility of helping such an institution to continue the work of democratizing college education. No one doubts the overwhelming benefits that Foundations have already conferred on higher education. The only thought here is that, in specific circumstances, they could do a great deal more to halt the squander of talent that still continues in this land of opportunity. Under the emotional pressure of considering what might be done by institutions which are rendering a substantial service to their community, I hope that I shall not be marked as a boldly radical visionary if I suggest that such powerful agencies as the Association of American Colleges and the American Council on Education engage in some suitably prudent measures to have Foundations contemplate revising their philosophy of giving.

FINANCING CHURCH-RELATED COLLEGES

JOHN L. KNIGHT

PRESIDENT, BALDWIN-WALLACE COLLEGE

The problem of financing the church-related colleges is no new one. In most cases the problem was inherent in the very founding of these institutions. Through the years the administrators of these colleges have been by necessity gravely if not primarily concerned with their financial stability. This is as it should be, for in the long run there is an inescapable correlation between the stability of an institution's financial operation and the stability of its educational program. Beginning in the middle of the last decade, with colleges crowded by veteran enrolments, the administrators looked with apprehension at the inevitable problems just ahead. Veteran enrolments would decline rather sharply within another two or three years; reduced income from endowments and spiraling operating costs were already fact. Population trends promised further reductions in enrolment. Soon came the unanticipated Korean crisis, with Selective Service and a defense economy making their respective demands upon the student body. Although at the very middle of the decade many colleges were concerned essentially with raising funds for capital improvements, most of the Protestant church-related colleges began to be more and more concerned over the problem of procuring additional funds to assist the annual operating budget. This resulted in a new look at two sources of income in particular: (1) Business and (2) The Church.

Since the programs of this morning and of tomorrow morning focus much attention on the other aspects of finance, these remarks will be directed toward the sole aspect of obtaining additional financial support from the Church. I am assuming that my presence on this panel this afternoon is somehow related not to any personal prowess as a successful fund-raiser, but rather to my present position as Chairman of the National Coordinating Committee on Public Relations and Finance of the Methodist Church. This committee is charged with the responsibility for promoting throughout the Methodist Church support for 117 schools and colleges and 180 Wesley Foundation units. Admittedly, these remarks will be made with a denominational frame of reference and will be based primarily upon the work, study

and findings of this committee. However, I have selected for presentation several basic principles which surely pertain to most of the church-related colleges represented here.

COMMUNICATION

First of all, there is the principle of communication. Any sound financial development program must be based upon an integrated process of communication. This implies interpretation and cultivation. People support that which they appreciate and understand. Leaders of industry are pointing out that this has been the basic problem with the liberal arts college in terms of its relationship to industry. There has been little or no communication, and therefore it is our immediate task to cooperate with industry in finding ways to breach the gap and promote understanding. I, for one, believe that those of us who know the church-related colleges must confess that in many instances a comparable breach has existed between the colleges and the Church. At least it can be safely said that the rapport was not always good. In turning to the Church for additional support, we must initiate a stronger program of communication. Each institution's prospectus of public relations must give adequate emphasis to this whole area of communication. In cultivating the Church, we must proceed on the assumption that there is an appalling and urgent need of familiarizing our church people with the role of the church-related college, its vital relationship to the denomination and to the nation and its place in American education today. A program of communication is basic to this problem of finance.

STRATEGY

In the second place, the leaders of the church-related colleges must work cooperatively with other key persons in the denomination to plan a program which is practical and feasible and which gears into the multiple programs and operations of the Church. In the Methodist Church, a plan instituted by the National Association of Schools and Colleges of the Methodist Church and sponsored by the General Board of Education was presented to the General Conference in 1948. This plan aimed at a minimum of fifty cents per member for the support of Methodist schools and colleges. For some denominations this would be a low figure,

but at that time the average Methodist contribution was less than 20 cents per member. Fifty cents seemed to be a realizable goal, and with more than nine million members, represented an unprecedented amount of additional income. The promotional work done in behalf of this program between 1948 and 1952 led to an increased awareness of the total educational work of the Church, and stimulated interest in the work of our Wesley Foundations located at large state and private universities. The Coordinating Committee referred to above was organized, and the General Conference of 1952 approved a plan proposed by the Committee which asks all Methodists to support the program of higher education by contributing an amount equal to a minimum of 50 cents per member for the schools and colleges and 15 cents per member for the work of the Wesley Foundations.

The promotion of this program has been done on a nationwide scale, and the Board of Education of the Methodist Church has established a Department of Public Relations and Finance, with Dr. W. A. Rush as its secretary. The actual implementation of the program, however, has been done on the local scene. In other words, on a Conference or Area basis. Here the colleges have erected programs designed to appeal to their particular constituency. In most instances where there are several Methodist colleges in the same State, Conference or Area a cooperative organization has been established. In several instances an executive secretary or general director has been appointed to coordinate and supervise the promotion. The use of Church periodicals, prepared publications, speakers, gospel teams, campus visitations, special conferences and convocations have been integral features of the promotion.

The results to date have been most encouraging. The South Carolina Conference, for example, supporting two colleges, has raised its minimum goal to \$1.00 per member. In Texas, where five Methodist schools are associated together in this effort, the College Day offering alone has increased from \$49,035 in 1949-50 to \$117,124 in 1952-53. In Ohio, where there are four Methodist colleges, support has increased consistently from \$42,710 in 1947-48 to \$143,610 in 1952-53. This still represents only 31¢ per member. In the Mississippi Conference support has increased from 6¢ to 52¢ over a four-year period; in Tennessee, from 27¢ to 56¢; in Iowa—Des Moines, from 29¢ to 35¢. Of 95

Methodist Conferences supporting colleges, 16 have exceeded the 50¢ minimum. To be completely honest, however, 52 of the Conferences have not yet reached the halfway mark toward the minimum goal, which should be reached by the 1956 General Conference. The general principle holds, however, that where the college administrators and church leaders have cooperatively and energetically initiated a practical and feasible strategy to reach the constituency, favorable results have materialized.

INTANGIBLES

In the third place, the college should expect beneficial intangible results from any sound program of financial promotion in the Church. For example, the above Methodist program is accruing these benefits: (1) a closer affinity between the colleges and the Church. That is, the colleges are finding renewed pride in their own church-relatedness and the implications of that relationship, while the people of the Church are realizing a new pride in and a stewardship of the colleges. (2) The spirit of competition and often of rank rivalry which has existed here and there between colleges of the same denomination in the same state, or between the colleges and Wesley Foundations, has in many instances been resolved into a wholesome spirit of cooperation and mutual understanding. And, believe it or not, this is more fact than fancy. (3) The emphasis on sustaining funds has prepared the way for larger appeals for capital funds. In a few Conferences, North Carolina for example, the program was broadened to include a successful \$2,500,000 capital funds campaign. In most Areas, however, the colleges are promoting their capital funds programs individually, but also concurrently with the sustaining fund program. (4) Approaches for support from business, foundations and private wealth are enhanced when it can be shown that the sponsoring Church is investing heavily in its own institutions.

EVALUATION

There seems to be adequate evidence that our church-related colleges can, by implementing an effective program of cultivation and solicitation, increase support from the Church. This is true also of increased support from corporations and foundations. In 1949-50 the average Methodist college received 9% of

its income from gifts and grants. Within two years this increased to 16%. But the fact remains that mounting operating costs are consuming the increased benevolent income, and in many instances the additional income cannot keep pace with mounting costs of operation. For example, Methodist colleges are now receiving about \$2,500,000 from the Church for current operations. If the full 50¢ per member goal should be realized, an additional \$2,000,000 would be forthcoming. Ironically, this is the approximate amount of the total operating deficits of our Methodist colleges last year. Should the total goal be realized, we could wipe out the current deficits. But there is no evidence that operating and maintenance costs will not continue to mount, and will continue to consume additional benevolent income from the Church, corporations and foundations. evidence, however, that educational expense, especially faculty salaries, are due for an increase during the next half decade. This may be offset temporarily by an anticipated improvement in enrolment, but the church-related colleges are more apt to seek to stabilize enrolments than to expand appreciably. This is conjecture, of course, but to me it predicts continued increases in tuition. Barring some broad national scholarship program or some similar plan of subsidization, this seems inevitable. Mounting tuition costs entail serious implications for the church-related colleges, both as to their basic nature and function. We need to be extremely watchful at this point.

Moreover, during the past decade we have observed a definite trend toward an increasingly higher percentage of the national college enrolment in state schools. This, again, is inevitable. The next decade will see increasingly large numbers of students at state institutions. The disparity in tuition charges and in financial resources for rapid expansion are the major contributory factors. This means that the church-related college must be extremely conscious of and loyal to its peculiar role in American higher education. It will then continue to attract and justify financial support. It would seem that our church-related colleges must and should learn to play the role of the creative minority. But this is no new role for the Church. This is its historic task; and should be looked upon as our greatest opportunity and our most unique service.

FINANCING A CHURCH-RELATED COLLEGE

HAROLD W. TRIBBLE
PRESIDENT, WAKE FOREST COLLEGE

By way of introduction let me say quite clearly that I am neither a specialist nor a professional in the field of fund-raising. I am an ordained Baptist minister, with a record of 25 years' teaching in a theological seminary, plus three years as president of a theological seminary before assuming the presidency of Wake Forest College in September, 1950. When I came to my present position, Wake Forest College was already engaged in a development program that called for the construction of a new campus at Winston-Salem, 110 miles from the old campus, the raising of sufficient funds to finance the construction program and the removal of the College. My conclusions are based upon the experience of these 40 months.

Support for a church-related college must come from five general sources: the churches, the alumni, individuals who are not alumni, corporations and foundations. Our supporting churches are organized in the Baptist State Convention of North Carolina. The benevolent program (including missions, education, hospitals and orphanages) is designed primarily to meet operating expenses. However, in 1951 we adopted a nine-year plan whereby all gifts above a designated ceiling would be allocated to those institutions that need funds for buildings and other permanent equipment. Wake Forest College is receiving 25 per cent of this extra amount, which we expect to yield a total of \$2,500,000. Actually the gifts through the churches during the first two years of this plan ran some 12 per cent above the original estimate, and so we have reason to believe that the final total will be in excess of \$2,500,000. This is in addition to a previous campaign that raised \$1,500,000 among our churches, and in addition to our share in regular gifts for operating expenses, amounting to approximately \$125,000 a year. Thus, in a little more than a decade, our supporting churches will contribute more than five million dollars to Wake Forest College.

The appeal to our alumni has been by mail and through area campaigns. Through an intensive mail campaign conducted in December we received approximately \$85,000. But in fairness

to our alumni I must add that most of the large gifts from them came through the area campaigns, which are not included in this total. While I do not have definite figures, I believe our final report will show that our alumni have given approximately \$1,500,000 since our building program was launched. And this does not include gifts made through the churches.

While we do not make a separate appeal to our Trustees, it might be interesting to report that they have given generous and practically unanimous support. In view of the fact that North Carolina Baptists are not noted for their wealth, and that a considerable number of our Trustees are ministers, I may speak with justifiable pride and enthusiastic appreciation in reporting that their total gifts have exceeded one million dollars.

The rest of my remarks will be directed to the task of enlisting support from individuals who are not alumni and corporations and foundations. My experience has led me to emphasize five

factors:

1. A leadership program of service must be offered. A school that is content to follow fixed patterns and promote conventional programs will not enlist its maximum potential. It will secure contributions, but they will be token gifts designed to help ward off bankruptcy. The school whose chief appeal is the threat of bankruptcy will not be able to compete with the school that is offering a program designed to produce vital and effective leadership in terms of our contemporary world.

The program must be realistic and courageous. We must convince industry that with adequate support we can produce the most important factor in our industrial life, which is competent personnel. By studying the needs that education can and must meet, by conferring with leaders in industry and in other areas of our national life, who are seriously concerned about these needs, we can produce a program that will commend itself

to potential supporters as being vital and essential.

At the same time we must maintain our freedom. Churchrelated colleges need the support and guiding counsel of industry, but they also need to maintain their freedom, which is freedom under the integrated discipline of the principles of the Christian faith.

2. Interest must be cultivated. Significant gifts do not come

on first solicitation. People give to causes in proportion to their interest. And always in the last analysis the gift is made by individuals. It may be a corporation gift or a foundation grant, but in the end it is an individual or a group of individuals who make the decision. We must assume that they have a strong sense of stewardship in investing the funds at their disposal. They will give to causes that they believe are essential to the well-being of the community, state and nation. If they do not believe strongly in our church-related college program their contributions will be token gifts. A college cannot be financed on token gifts.

Let me cite a few examples. I spent several months trying to persuade a couple to adopt a project in our building program that would cost approximately \$60,000. When I saw that their interest would not justify a realistic hope of success, I changed to another couple. This time I was dealing with a Trustee, a man who did not attend college but who fully appreciates the service of our church-related schools. I spoke to him about five minutes one day after a meeting, and he said that he would like to think over the matter a few days. Several days later I telephoned him and asked for the privilege of coming to his home to talk to him and his wife about the matter. He said that the visit would not be necessary, for he and his wife had decided to make the gift. It was just that easy, because there was a deep and strong interest in our program. In another case I asked a family group to adopt a project involving a dormitory unit that would cost from \$100,000 to \$300,000. I began the discussion two years ago. Just a few days ago that group decided to give \$100,000. In both cases the final decision was made because of strong interest, and after the decision was made there was a genuine experience of joy in having a significant share in a great program.

The greatest task before independent and church-related schools today is to persuade the leaders in industry that it is wise to give the five per cent deduction allowed by the Federal Government. This is a type of education that may well change basic patterns in our national life concerning the relation of industry to higher education. At the moment we are confronted with a strange paradox: some of our outstanding leaders in American

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industry are vigorous champions of the proposition that industry must have a share in strengthening our private and independent colleges and universities, and yet there is not a large corporation in the country that is giving as much as one per cent of its income. The potential of giving within the range of the five per cent allowance among our larger corporations runs anywhere from \$1,000,000 to more than \$100,000,000. If industry generally had given its full five per cent last year the total probably would have been between two and two-and-a-half billion dollars. Actually the total was probably three hundred million dollars. In some instances a corporation could have given our school a million dollars with only \$180,000 coming out of the net income of the corporation while the other \$820,000 would have come from tax money. I believe we have a job to do in educating our leaders in industry (including the stockholders) on the proposition that it is wise for us to support our independent and churchrelated colleges and universities out of voluntary gifts rather than out of tax money.

Let me relate one experience that shows the possibilities along this line. I called on the head of one corporation for a gift to our college. It is not a large company, but it is growing. The president of the company told me that it was the policy of his company to give five per cent, but all of their available funds had already been spent in capital expansion, which meant that they could not give the five per cent at the end of their fiscal year without borrowing the money. The next day he called me to tell me that they had been thinking further about the matter and decided that they would borrow the money in order to continue their policy. Hence this company turned over to Wake Forest College a generous check which represented a loan to cover the gift of five per cent of the income. As this fine young businessman handed me the cheek he said that it was his hope that his company would soon adopt the policy of tithing their income, giving ten per cent each year instead of the five per cent allowed by the Federal Government. I mention this experience in order to underscore the fact that people give in accordance with their interest and in response to earlier training concerning the principle of stewardship.

3. Tax problems must be understood. Every gift today has

a tax angle, whether it comes from an individual or a corpora-It is our task as representatives of independent and church-related schools to familiarize ourselves with the current tax structure and project our solicitations accordingly. A good part of my time has been spent in helping to make the tax situation more favorable for giving to our colleges. It was my privilege to have a share in asking Congress to increase the 15 per cent deductible for gifts in Federal Income Tax Returns to 20 per It was my privilege also to propose and promote a plan in our state to increase the deductible amount in State Income Tax Returns for gifts from 10 to 15 per cent. Both efforts were successful, making it considerably easier to persuade people to give in larger amounts. At the present time I am vitally interested in the effort to liberalize the time schedule in the plan whereby individuals whose taxes and gifts total 90 per cent of their income over a period of years might waive the limit on deductions and give as much as they desire up to 90 per cent of their income. While this particular plan will affect only a very small number of people, it could be of tremendous value. It is my strong conviction that in supporting these projects I have been of some service not only to my own college but to all schools and other benevolent institutions as well.

But in addition to efforts to make the tax situation more favorable for donors, we must also understand the tax problem of every donor and make our appeal accordingly. We are not expected to be tax experts, but we can have access to tax specialists and we can relay their opinions as they affect our appeals.

4. Support must be sought in terms of investment rather than charity. While talking to an official of one of the largest corporations in our country about our development program, this question came up for discussion. Said he, "Our company is not interested in gifts of charity. If we cannot be convinced that a grant to your school is a wise investment, we shall not give." In reply I said, "I am glad to accept that proposition. If I cannot demonstrate to you that our program constitutes a wise investment for your corporation, in terms of enhancing your business opportunities by promoting the welfare of the community and in terms of raising the educational level of the people who will work for you and with whom your company will

deal, I shall not ask for a dollar." I offer no apology to anyone for appealing for the support of our program. In fact, I would not be willing to serve as president of a college on any other condition. I am not in my job because it is easy or because it is the only job I can find. I am in my position because I have the strong conviction that it is the best way in which I can invest my life at the present time. When I ask individuals and corporations to give to the support of the program that I serve, I am simply asking for matching investments.

A short time ago, I talked to a friend who is the head of a splendid corporation about increasing his company's gift. I asked him over the phone to consider the possibility of increasing the gift to \$100,000. That would mean a new gift of \$65,000. I asked him to do it as a part of an effort to arouse the interest of other corporations in that community. A few days later his response was an additional gift of \$45,000, bringing the total up to \$80,000. In direct response to that leadership gift, another corporation in that community pledged \$50,000. There will be other gifts because of that same appeal. And all of them will be investments in our program rather than gifts to charity.

5. Patience, boldness and tact must be used. This is my final conclusion. If I have learned anything at all in these 40 months of strenuous effort, it has been a new appreciation of the necessity of exercising patience without being timid, boldness without being brash, tact without being apologetic. In one case I remember that I tried for several weeks to make what I thought would be the best possible approach to a person. I was trying to get someone to introduce me to this prospective donor in a situation that would be favorable. When all these efforts failed, I picked up the telephone and called up this person and asked for the privilege of an interview. It was granted at once. The result of the interview was a pledge of \$100,000. Of course it was not accomplished altogether in that interview. It took some several months to complete the effort. But the point is that success came because there was persistent and patient effort, and also because this person was interested in our program.

It is my conviction that anyone who is qualified to be president of a good college can raise money for his school if he is willing to pay the price of hard work, thorough study of every situation involving a prospective gift, and if he can combine patience with optimism and the determination that he will never quit.

In these 40 months our college has raised almost nine million dollars, counting long-range commitments. It never entered my mind before 1950 that I would undertake to raise money in such proportions. Now as I look back upon the last three years, and look forward to other years of equal difficulty and challenge, I know that it has been the program rather than my personal efforts that brought success. What our school has done, others can do in the same proportion. In fact, others are in some instances doing vastly more.

FINANCING CHURCH-RELATED COLLEGES

WILLIAM L. YOUNG

EXECUTIVE SECRETARY, BOARD OF HIGHER EDUCATION,
AMERICAN LUTHERAN CHURCH

I. The Church College Should Be A Church College.

Many private colleges are no longer church colleges. The transition follows these five steps: The institution is first, a church college; second, a church-related college; third a Christian college; fourth, an independent college with a Christian emphasis; fifth, an independent college.

There may be good reasons for these steps in the history of any particular college. Surely it is the right of the school corporation to determine what type of college it wants to be. I believe also that in free America there is place for all these types. What I do argue for is that the church college should be a church college.

I believe that my place on this program is due to the fact that I represent a church body which believes that a church college should be a church college in order that there may be trained Christian leadership in pulpit and pew, and that maybe something in our financial experience may help in this discussion of financing higher education.

The American Lutheran Church is a body of approximately half a million confirmed members (actually 541,251) and its annual budget for 1954 for Current Operating Expenses in Higher Education is \$586,531 or \$1.08 per confirmed member. On this church budget there is also an annual item of \$300,000 to be used for new school buildings and equipment, or 55¢ per confirmed member, or a total for higher education of \$1.63 per confirmed member. Thus, in the American Lutheran Church we expect annually for higher education more than \$1.50 per confirmed member. (I know our schools will receive the amount for current operating expenses because the Church has a reserve that guarantees it; the \$300,000 for buildings depends whether or not we raise the budget.) For the last ten years our Church has increased its appropriation for higher education each year with one exception when the same amount was again appropriated. The 1954 increase over 1953 was \$50,173.

Last year on July 1 when we closed our fiscal year each of our six institutions had a balance in the black, or reserves in current operating expenses, although two of our institutions had expenditures exceeding their income for the year and this of course decreased their reserves.

Our educational system consists of six institutions, namely, two seminaries, three senior colleges, one junior college. All are fully accredited; four of the six in 1954 will be 100 years old or older. While all are owned by the Church, each has its own Board of Regents. Our annual appropriation ranges from \$42,000 for our junior college in Canada to \$123,500 for our largest college (Enrolment 995). This reduces to an annual church appropriation of approximately \$130 per full-time student at our largest college, to \$290 at our smallest senior college. Of course our colleges charge the usual college tuition, but we make a differential in tuition between that for the American Lutheran Church student and that for the non-American Lutheran Church student. We do this by granting a congregational award of \$50 to \$75 per year, depending on the institution, to each student coming from a congregation of our Church. We do not consider this a discrimination against the non-ALC student but simply an attempt to distribute the cost of education more fairly. The same logic is used by the state college that has a differential between resident tuition and non-resident tuition. Thus, if an ALC student plans to attend our largest college, he will receive from the pastor's hand at some Sunday morning service a nicely printed certificate known as the congregational award that will be good for \$75 toward his annual tuition of \$400.

The total for Higher Education for 1954 is 23.9% of the General Benevolence of the Church. Each year in our report to the Church we argue it should be 25% of the budget.

II. A Strong Church Requires a Strong System of Higher Education and a Strong Program.

In 1945 our Church strengthened its Board of Higher Education so it could integrate and supervise its program and called the speaker as a full-time Executive Secretary.

In 1945 the Church conducted a special campaign for its six institutions which produced approximately two million dollars

for buildings and equipment and it set up a full-time Development Director at all but one institution to raise additional funds. In 1950 it gave these Development Associations a boost by another campaign which netted approximately a million and a quarter dollars more. Beginning with 1952 the Church has changed to a unified budget with three parts, namely, Part I for Current Operating Expenses, Part II for Lutheran World Action and Relief, Part III for the Forward Phase. The Forward Phase for 1953 has a goal of \$900,000 for all types of Church Expansion and capital investment, and one third of this, or \$300,000, is earmarked for new buildings and equipment at our six schools. As previously stated, the Forward Phase is not guaranteed by our reserves, but depends on whether or not our constituency raises the budget. Thus, in 1952, the first year of trial, Education got only \$207,000 instead of the expected \$300,000. Whether or not we shall get the full \$300,000 for 1953 will not be known till late in January, but all indications are that our share will be close to this amount.

The Church expects this Forward Phase to do away with the spasmodic campaign. Our Board has set up a program of new and much needed buildings at each institution up to 1960. In addition to the annual Forward Phase allocation, each institution continues its Development Association activities, but the Church has limited the approach so the President or Development Director may not approach congregations or conferences, but only alumni, regular members of the Development Associations, community wealth, or individuals of our churches with a gift potential of \$1000. These restrictions are necessary in order to protect the Unified Budget.

In our building program our Church does not believe in deficit financing. In every instance but one—and here we missed it by \$28,000—our service buildings, such as recitation halls, libraries, etc., are paid for in cash by the time they are completed. We prefer to do the same with income-producing buildings such as dormitories and refectories, but in practice we do use amortization that stands the test of careful cost accounting. This usually means that less than half of the cost is set up for amortization, the larger portion being actually paid for by eash gifts or ap-

propriations. We are not borrowing any government funds, and up to the present time the Church has loaned from its reserves the necessary funds.

The American Lutheran Church knows it must have a strong system of higher education and a definite program and that it must support this program.

III. A Strong Church Must be Interested in all its Collegegoing Youth.

A strong church is interested in all its youth because these youth will be the church of tomorrow. All youth may be divided into two groups; namely, the college-going group and the non-college-going group. In our Church the Youth Board and the Board of Parish Education have major responsibility for the non-college-going group. The Board of Higher Education has responsibility for the college-going group.

This college-going group breaks down into two groups, namely, those that do go to college and those that do not. Up to the present time my report has concerned only the church-collegegoing students. Our Church recognizes that for good reason many of its youth will attend state universities, professional and graduate schools, or other private schools than our own. It has therefore directed our Board to follow these youth with Lutheran Student Service. Our church body is one of the eight participating bodies of the National Lutheran Council which has a Division of Lutheran Student Service which establishes Lutheran Student Centers on the main college campuses of the country where Lutheran students tend to go. Annually from our appropriation for Higher Education a substantial sum is earmarked for this purpose. The National Lutheran Council expects to invest in addition to its present large investment oneand-three-quarter millions of dollars in old and new student centers by 1960, and the American Lutheran Church expects to carry its fair share of this capital cost.

We do not claim that church college education and student center service are identical, but our Church holds we must do both, for a strong Church must be interested in all its collegegoing youth. IV. Strong Churches must get busy because there is a big job ahead in Higher Education.

In Volume 1, page 44 of the Report of the President's Commission on Higher Education, we find the Commission rather pessimistic about the private colleges in the day of the new flood of students. They rather intimate that the private college will do well if it can maintain its present status. I quote: "But in the nature of things, the major burden for equalizing educational opportunity must rest on publicly supported institutions." Pessimistic reports in *The New York Times* and financial periodicals treat of the financial plight of the private college.

Then suddenly a new trend appears,—not private philanthropy but Big Business itself should provide financial help. I need not review the important history of this revolutionary development, except to emphasize that of course Big Business needs the liberally trained graduates of the private colleges, and why should not they help support the schools that give them their leaders?

But the Church College should be a Church College and the Church must expect to support its colleges adequately. In our Canadian junior college, annual subsidy is received from the Canadian government—that's the way they do things up there. At each of our senior colleges, able presidents are members of state college teams that knock on the doors of Big Business, and each of our senior colleges get their fair shares of these generous and important donations. But here's the difference. Our Church says these pleasant donations can not be used for salaries or ordinary current expenses, but can be used only "for non-annually recurring expenses," and that even this procedure must be annually reviewed. In other words, the Church does not want to find its schools in the shape that if a Recession hits and Big Business quits its generous donations, the schools would be doomed. (And, incidentally it is surprising how many nice and needed facilities can be included under "non-annually recurring expenses.") In other words our Church says that Big Business and Government may make their contribution, but that the final responsibility for the support of a church school is its Church.

Our American Lutheran Church faces with confidence its fair share of the problems of Higher Education in 1960 and in the years thereafter.

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